



Norlington School for Boys

Inspection Report

Unique Reference Number 103098
LEA Waltham Forest LEA
Inspection number 285316
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Lauren Ovenden HMI

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

Type of school	Comprehensive	School address	Norlington Road
School category	Community		Leyton
Age range of pupils	11 to 16		London E10 6JZ
Gender of pupils	Boys	Telephone number	02085393055
Number on roll	587	Fax number	002089889661
Appropriate authority	The governing body	Chair of governors	Mr Stephen Pierpoint
Date of previous inspection	6 December 1999	Headteacher	Mr N Primrose

Age group 11 to 16	Inspection dates 22 February 2006 - 23 February 2006	Inspection number 285316
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Norlington School for Boys is a smaller-than-average school in a relatively disadvantaged part of London. The proportion of pupils eligible for free school meals is significantly higher than the national average. The school serves a diverse community, and there is a large percentage of pupils from ethnic minority groups. Over half the school population speaks English as an additional language. The percentage of pupils with special educational needs, including those with statements, is above the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory. Clear leadership, exceptional care and support for pupils have combined to generate a happy, calm place where pupils feel respected and confident. Pupils enjoy their lessons and attendance is good. They actively participate in all aspects of the school's life and develop into well-rounded, well-spoken individuals. Most pupils continue into further education at the end of Key Stage 4. Standards at Key Stage 3 are average and pupils make satisfactory progress. The school performed below national averages for GCSE A*-C passes in 2005, although the results reflected satisfactory progress for that particular group of students. Pupils have access to a wide range of additional activities to enhance their learning. Teaching and learning are satisfactory. Teachers demonstrate good subject knowledge, however, lessons are not tailored to individual learning styles and opportunities to actively engage pupils in discussion are missed. More able pupils are not always challenged in lessons. The school analyses data effectively and sets clear targets for subject and individual performance. Although targets are shared with pupils they are not always aware of what they need to do to improve. The impact of monitoring of teaching and learning is inconsistent and pupils perform less well in a minority of subjects and individual classes. The school has a good local reputation and has repositioned itself to ensure that the curriculum offered reflects the changing needs of the local community and its learners. For example, the school's emphasis on sports and business education reflects local needs in preparation for the 2012 Olympics. The school provides satisfactory value for money. It has made good progress on the key issues identified in the last inspection report and accurately evaluates its strengths and weaknesses. It has the capacity for improvement.

What the school should do to improve further

What the school should do to improve further * Raise the standard of teaching from satisfactory to good.* Improve the evaluation and use of monitoring information by middle managers to ensure greater consistency in the quality of teaching and learning.* Increase the challenge for the more able students in lessons.

Achievement and standards

Grade: 3

The school judges achievement and standards as satisfactory and inspectors agree. The pupils enter the school with below average attainment and an above average proportion of pupils with special educational needs. The school closely analyses the performance of different groups and is quick to respond to groups that it perceives are underperforming relative to others. Pupils make satisfactory progress at Key Stage 3, although attainment is below national averages in English and science. At the end of Year 9, pupils' attainment in mathematics is similar to national expectations and the proportion of pupils achieving the higher levels is about average. This reflects the good progress that pupils make in mathematics in Years 7 to 9. Although pupils make

satisfactory progress in English and science, standards are below average. A lower than average proportion of pupils attain the higher levels in both these subjects, however, the proportion of pupils achieving the higher levels in English is improving year on year. Those pupils who are eligible for free school meals and those who speak English as an additional language make better progress than others at Key Stage 3. In 2005, Pupils achievement of five or more GCSEs at grade C or above fell to 36%, which is below average. The proportion of pupils achieving five or more A*-G grades at GCSE was similar to national expectations at 91%. In Years 10 and 11, pupils make good progress in mathematics and satisfactory progress in English. Pupils who have additional learning needs make better progress than their peers due to good levels of support.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding and they enjoy coming to school. Their spiritual, moral, social and cultural development is particularly strong as a result of thought-provoking assemblies, the curriculum and additional learning experiences. Pupils' attendance, behaviour and attitudes are good. They effectively support each other through peer mentoring and have opportunities to develop their interests through a range of additional activities. They value the range extra curricular activities and clubs, which are enjoyed by many pupils. Pupils speak highly of their school and praise the work of their teachers. The very effective school council makes an excellent contribution to the life of the school. It has been instrumental in making improvements, including the move to healthy food in the canteen and the closing of the tuck shop. This is an important aspect in the pupils' understanding of opting for a healthier lifestyle. There are effective links with the community and pupils have been involved with the 'Olympic bid' ensuring that it had a strong social justice theme. The majority of pupils continue in education after their GCSEs and have high expectations of what they can achieve in the world of work, with more aspiring to university. This, coupled with good basic skills, guarantees pupils' future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The school rightly judges teaching and learning to be satisfactory. Despite some good features, teaching is inconsistent across all classes and year groups. In some areas of the curriculum, for example science, the monitoring of teaching and learning is weak and all pupils do not make sufficient progress. Teachers demonstrate good subject knowledge; however opportunities to develop pupils' speaking and listening skills are not used fully. The school is developing a coherent homework strategy that promotes independent learning and contributes to pupil enjoyment. The Year 8 exhibition enables pupils to produce extended work on a topic of their choice. Behaviour in class is well-managed; pupils are attentive, enjoy their learning and there are good working relationships with teachers and peers. In the best lessons, thoughtful planning leads

to good teaching that engages pupils' interests and effective marking provides clear guidance to assist learning. Resources to support learning are well managed and electronic whiteboards are used well to enable pupils to participate actively in lessons. For example, good learning took place in a technology lesson where effective questioning and the stimulating use of technology motivated pupils to work independently. In the least effective lessons, pupils are not engaged in their learning and do not apply themselves rigorously to the tasks set, resulting in poorly presented work. Teaching approaches do not reflect individual learning styles. In some lessons there is too little difference in the work given to different groups of learners. In particular, more able pupils could be challenged further. Students are aware of their current levels of attainment in some curriculum areas and are set targets for improvement. They are less clear about the steps needed to achieve those targets. The marking of work is insufficiently monitored and irregular.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It is well evaluated and responsive to the needs and interests of pupils. For example, extra physical education groups were included in the well-organised opportunities for Year 10 and Year 11 pupils to meet increased demand. Provision for pupils with learning difficulties and disabilities is effective in helping them to make good progress. The school offers a limited range of vocational subjects and is actively looking to enhance its provision by developing links with local schools and other agencies. Pupils learn how to adopt healthy and safe lifestyles through the school's effective Citizenship, Personal and Social Education and Religious Education programme (CPR). Key skills of numeracy, literacy and information and communication technology (ICT) are well developed across the curriculum although more should be done to develop pupils' speaking and listening skills. A strength of the curriculum is the excellent enrichment opportunities provided through a wide range of sporting, cultural and academic activities. These are highly valued by pupils and add greatly to their strong cultural and personal development.

Care, guidance and support

Grade: 2

Pupils are cared for well and a good pastoral system supports their academic progress and personal development. The very successful peer mentoring programme has been instrumental in the shaping of the new coaching project. This is already beginning to play a significant role in focusing the students on a weekly basis on the areas they need to develop. Bullying is taken very seriously. Buddy systems and peer mentors play a valuable part in helping younger pupils get the most out of their education. One said, "I know we make a difference." Systems for child protection are good and are used well by staff. There are accurate records of pupils' progress and standards of work across the school. Some departments use this information effectively to set targets, however the targets do not sufficiently inform pupils how to improve their work. A programme of personal, social and moral education, including citizenship,

and careers contributes further to the quality of pupils' development. Care, guidance and support for pupils with learning difficulties and disabilities is particularly strong and contributes well to the academic and personal progress they make.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some good features. The headteacher provides good leadership giving clear direction for improvement. He is ably supported by his senior leadership team in successfully establishing high standards of care and support for pupils contributing to their outstanding personal development. The school is inclusive and harmonious. Equality of opportunity is promoted well. The school's values are well understood and shared by the school community. The school has effective links with outside partners to benefit pupils' personal development. School self evaluation is accurate and priorities for school improvements arise out of careful analysis and discussions within the school community. The views of parents and pupils are sought and acted upon when appropriate. School leaders and managers are developing effective systems for using assessment data and tracking pupil progress. This information is used more effectively in some departments than in others. Teaching performance is monitored within the performance management procedure and targets set for improvement. However, the process is not rigorous enough to bring about improvements in the quality of teaching and learning as the areas for improvement are not always followed up sufficiently. In part, problems with staff recruitment and long term absence have hampered improvements in teaching and learning. The governors support the school well. They are rigorous in holding the school to account for its performance and work closely with the headteacher to set a clear strategic direction for the school. They monitor the school's finances carefully. The school has made good improvement on the key issues from the last inspection and demonstrates the capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us to your school on 22-23 February. It was clear that you enjoy life at Norlington and take pride in its achievements. The honest and friendly response to all our questions was a credit to yourselves, your family and the school.

Norlington School for Boys provides a satisfactory quality of education, with some good features. Your teachers are knowledgeable and provide an excellent level of care. For example, those of you who receive additional learning support are given good support to help you succeed. There is a wide range of extra-curricular activities that enable you to develop into confident, well-spoken individuals. The school council plays an important role in shaping the work of the school. Initiatives such as peer mentoring and coaching help you make good progress in some subjects.

We have made a few recommendations on how to make your school even better: to focus on ways to improve teaching to help you achieve, for example, by sharing ideas from the better lessons. Also, managers should review how they monitor teaching and learning to ensure all lessons are good. We also agreed with you that some of the work set in lessons is not challenging enough and more difficult work is needed for some of you. We wish you every success in your future careers at the school.