

Lampton School

Inspection report

Unique Reference Number	102538
Local Authority	Hounslow
Inspection number	308045
Inspection date	21 May 2008
Reporting inspector	Peter Gale HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Number on roll	
School	1368
6th form	296
Appropriate authority	The governing body
Chair	Mrs Moira Stuart
Headteacher	Mrs Susan John
Date of previous school inspection	10 January 2005
School address	Lampton Avenue Hounslow TW3 4EP
Telephone number	0208 572 1936
Fax number	0208 572 8500

Age group	11-19
Inspection date	21 May 2008
Inspection number	308045

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. Inspectors evaluated the school's overall effectiveness and investigated the following issues in detail: achievement and standards for different groups of learners, developments in teaching and academic guidance, the curriculum and the quality of middle leaders. Evidence was gathered from the school's self-evaluation form (SEF), national published assessment data and the school's own assessment records, other documents provided by the school, observations of the school at work, interviews with staff, students and governors and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments were not justified, and these have been included where appropriate in this report.

Description of the school

Lampton School is an 11-19 comprehensive school serving central Hounslow. It has over 40 feeder schools. Approximately four-fifths of the students are from minority ethnic groups. The proportion whose first language is not English is well above that found nationally. The proportion of students eligible for free school meals is high. The proportion of students with learning difficulties and/or disabilities is in line with the national average although the proportion with statements of special educational need is significantly above national levels. There is an attached unit for 16 students who have learning difficulties for speech and communication. Lampton is a National Support School with a main specialism in Humanities. In addition to this, it holds Training School and Leading Edge status and is part of the London Challenge programme. The school is accredited with the Investors in People Award, Artsmark Silver, International Silver Award, Eco School and Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Lampton is, 'a fun and respectful institution. A fantastic team of staff have great aspirations to bring out the best in students.' This parental comment, typical of many more, encapsulates the ethos and spirit that exists in this outstanding school. At the heart of its success is an unrelenting drive and determination by everyone in the school community to do the best for all the students regardless of ethnicity, ability, or talent. This results in the students making outstanding progress both in their academic and personal development. By the time they leave they are very well prepared for the next stage of their lives. Underpinning an excellent capacity to make further improvement is an inspirational headteacher who systematically searches for and implements strategies to develop people, eliminate underperformance and in her own words, 'do the best for the students'.

Students enter the school in Year 7 with standards that are generally in line with those found nationally, although there is significant variation between year groups. Progress is consistently outstanding during Key Stage 3. In 2007, students' GCSE grades were just above national averages, which represented good progress from the starting points of that cohort. Ever improving tracking, student mentoring and teaching has seen the current Year 11 make excellent progress from higher starting points. A large majority are on track to exceed the challenging targets set for them. Standards are consequently rising and the school is confidently predicting its best ever GCSE grades. The school is very proactive with the very small number of departments where achievement is not as high and supports and challenges them effectively to improve. This proactive approach is also taken to targeting underachieving groups of students, using lessons learned in supporting other schools through its Leading Edge status. This has led to all groups of students making excellent progress including the large number of students with English as an additional language. Any disaffected students have had their needs met by an ever-evolving curriculum and currently students are on target to reach higher standards on a wider range of vocational courses. The highly effective unit for speech and communication along with well targeted in class support means that vulnerable students and those with learning difficulties and/or disabilities make progress in line with their peers.

Teaching and learning is highly effective and its development is at the vanguard for improvement in this Training School. Teachers plan creative and motivating lessons that closely match the needs and interests of the students. The continuing professional development opportunities for staff are numerous and well targeted and enthuse them to be innovative and reflect on the best possible approaches for learning. Good assessment and tracking procedures ensure that students receive the right amount of challenge or support. However, the school is determined to address a slight inconsistency in the effectiveness of written feedback for improvement. The quality of teaching and learning is closely monitored. Lesson observations, scrutiny of students' work and a thorough evaluation of test and examination results are used to identify effective practice and carefully plan for improvement. The school is ambitious to continue to lift the standard of all teaching to that of the best and can evidence the large strides made since the last inspection. A number of highly effective strategies have been developed to achieve this, including peer coaching and mentoring and the well received 'outstanding teachers programme'.

The students' excellent academic progress and good preparation for later life are supported by their very positive attitudes to learning. The school's specialist status in the humanities is at the centre of developments and has had a real impact on achievement and the ethos of the school. For example, through history and religious education, particularly, tolerance and

understanding of others is developed. Relationships throughout the school community are mature and harmonious. The great majority of students behave well, and this is reflected in an atmosphere of mutual trust and respect between them and between staff and students. One student commented that community cohesion was 'awesome' in this multicultural school. Most students thoroughly enjoy the exciting range of curriculum activities that add to their enthusiasm for school. One suggested that the Lampton was a place where, 'you look forward to coming to school every day'.

Students say they feel safe, well cared for and are confident that any bullying and behaviour issues are addressed promptly. Parents are particularly impressed with the care and support their children are offered. A real strength of the school is the way students' views are actively sought and taken seriously through a variety of formal and informal means. Student council members are particularly proud of the way the school has responded to their suggestions about adapting the rewards and sanctions systems and the length of the school day. As with all aspects of the school, student involvement is under constant review and improvement and there are plans to develop their influence on teaching and learning. Students make a difference to others' lives through their contributions both within the school and in the wider community. The environment group of students are promoting recycling and reducing energy use. Raised student awareness is contributing to a better environment for all and there is a noticeable lack of litter. Links with external agencies are well established and students' needs are dealt with swiftly. The school is conscious of the need to enhance its work related learning and plans are in place. Procedures to safeguard students, including thorough employment checks for adults, are secure.

Since the last inspection, the school has worked hard to address its accommodation issues with innovative ways of obtaining funds and even new buildings. There have been obvious improvements but the school recognises that its accommodation still falls short in some areas, including the provision for sixth form private study. The improvement to cross-curricular use of information and communications technology (ICT) has been so great that it is now a real strength of the school and a large part of plans for the future. The school, never complacent, continues to investigate ways of further personalising the curriculum, and sees the use of ICT as a major part of its strategy. It feels that its current ability to communicate swiftly with parents over assessment issues is limited and thinks ICT is the solution. There are a large number of varied and well supported sports clubs. For example, many girls were observed rehearsing for cheerleading at a local event whilst boys played basketball. The provision is very inclusive and makes good use of the impressive sports hall.

A key factor in the school's success is its outstanding leadership and management. The cohesiveness and combined excellence of the senior team has been harnessed to build a middle leadership team of highly motivated individuals who constantly focus on supporting the development of all students. Excellent teamwork among staff and governors has led to self-evaluation at all levels that is rigorous, and well founded. It is used effectively to raise students' achievement and enhance their personal development. The professional development of all staff is given a high priority, with an emphasis on building leadership at all levels in addition to developing teaching. Lampton is making an outstanding contribution to the education of students both on its roll and in other London schools. As a National Support school working with London Challenge and through its other specialisms it is having a significant impact on students' attainment. The fact that it can maintain a large amount of external work whilst relentlessly pursuing higher standards for its own students is a testament to the work of a talented and committed school team.

Effectiveness of the sixth form

Grade: 1

Sixth form students demonstrate a real pride in their school. They are exemplary ambassadors and demonstrate enthusiasm, maturity and commitment to their studies, extra-curricular activities and roles in both the school and the wider community.

Students make excellent progress academically from below national average starting points when they enter Year 12 compared to other sixth forms. This results in standards of attainment, at the end of their studies that are above national averages. The trend over the last few years has been for accelerating progress and school data suggests standards are rising. Lessons are characterised by enthusiastic and knowledgeable teachers and engaged learners. The school is aware that although its good curriculum is suitable for most current students and they make significant progress, it does not contain a wide vocational choice. A key factor behind the effectiveness of the sixth form is the very high quality individual academic support and guidance students receive. The support and careers guidance allows the students to plan well for life after they leave school, and ensures they are informed and can make effective choices about the number and type of courses they choose. Academic guidance means students know exactly what they need to do to improve and strongly contributes to the consistently excellent progress they make. The leadership of the sixth form is appreciated by the students and characterised by the same drive for improvement that is found in leadership throughout the school.

What the school should do to improve further

- Develop the range of vocational subjects on offer in the sixth form curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	1	1

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	2
How well are learners cared for, guided and supported?	1	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

06 June 2008

Dear Students

Inspection of Lampton School, Hounslow, TW3 4EP

Thank you for assisting the inspectors with the recent inspection of your school and for making us so welcome during our visit. We very much enjoyed meeting you and valued the discussions we had with you.

Our view is that your school provides an outstanding education and that you are right to be very proud of it. The great majority of you enjoy school and are excellent ambassadors for Lampton. This is reflected in the excellent relationships between all members of the school community and the high levels of attendance you maintain. We were particularly impressed by the way the school has developed you culturally and broken down potential barriers to both personal development and to learning. You develop into respectful and confident young people who enjoy taking on responsibilities and make an outstanding contribution to the community. Many of you enjoy taking part in the wide range of extra-curricular activities and know how to be healthy.

You make excellent progress in your learning because you are well taught and provided with very high quality care, guidance and support. Your teachers know you very well and do their best to meet your needs to ensure you achieve as well as you can. We feel that your school is highly successful in achieving its aims of doing the best for all its students.

We were particularly impressed with your headteacher, her senior leadership team, and other leaders, who, together with the governors, have successfully evaluated the key improvements needed to drive the school on, and delivered them. In order to continue to improve we have asked the school to ensure that it further develops its sixth form curriculum so that you have an even wider choice of options.

Yours sincerely

Peter Gale

Her Majesty's Inspector