

Feltham Community College

Inspection report

Unique Reference Number	102535
Local Authority	Hounslow
Inspection number	335921
Inspection dates	10–11 March 2010
Reporting inspector	Meena Wood

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

Type of school	Secondary
School category	Community
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	1200
Of which, number on roll in the sixth form	180
Appropriate authority	The governing body
Chair	Helen Langley
Headteacher	Victoria Eadie
Date of previous school inspection	11 March 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 64 lessons over seven hours, observed 57 teachers, and held meetings with the Chair of the Governing Body, leaders and managers, teaching staff, and students. They observed the school's work in the workplace Nursery and in Years 7-13. They spent the majority of the time in lessons, and carried out a number of joint observations of lessons and 'learning walks' with the school's senior managers. They carefully scrutinised the school development plan and departmental reviews, a range of school policies, local authority reviews, governing body minutes, internal teaching and learning observations, students' work, 245 parental questionnaires, 130 pupil questionnaires and 36 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching and assessment practice are sufficiently tailored to students' abilities, levels and prior attainment
- the learning, progress and behaviour of individual students in lessons
- whether the curriculum and its specialist status meet students' needs and help raise achievement
- the quality of academic guidance
- attainment and progress in the sixth form
- the capacity of leaders and managers to make sustained improvements.

Information about the school

Feltham Community College has specialist status in sports and is a fully extended school that includes a workplace nursery. The school is a hub for the West Hounslow's sports partnership. A community learning centre on site, caters for residents in West Hounslow. The school is an accredited partner of Teach First and the West London Teacher Training Partnership. A high number, about one third of the students have special educational needs and/or disabilities, of whom 4% have statements of special educational needs. Most of these students have moderate learning difficulties, behavioural, emotional and social difficulties or dyslexia, while a small number have profound and complex learning difficulties. The school has a physical disability centre and these students are fully integrated into the main school. An autistic spectrum disorder centre has been in place since September 2009. A Jump Start Entry to Employment course targets post-16 students who are not in education, employment or training. Half the school's students are from a minority ethnic background; Indian, Pakistani, Somali and Eastern European being the largest groups. The proportion of students who are at early stages of English acquisition is high. The main heritage languages are Urdu, Somali and Polish. A high proportion of students are in receipt of free school meals.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Feltham Community College is a good school with a satisfactory sixth form. The school has a good capacity to improve, as demonstrated by its determined leadership, which is resolutely improving outcomes for students in Years 7 to 11, many of whom have diverse needs. Since the arrival of the current headteacher 18 months ago, following a period of significant decline in students' outcomes, the school has very rapidly and successfully improved significantly low attainment in Key Stage 4, poor behaviour and low attendance. As a result of a rigorous focus on identifying underachieving students, along with a number of supported interventions after school and at weekends, Year 11 students in 2009 made good progress from their low prior attainment in Year 7. They attained GCSE results broadly in line with national averages. Current Year 10 and 11 students are predicted to improve further on these results. As the school's focus has been on improving outcomes for students in Key Stages 3 and 4, results for sixth form students have not improved as effectively. All students across the school now take pride in their school, are well motivated and have a positive attitude to learning. As one student reported, 'The school has improved a lot and I am proud and happy to belong here as I now have the potential to improve my grades!'

Particular strengths of the school include outstanding care, guidance and support for an especially broad-ranging provision, including children in the workplace nursery, vulnerable students, those at risk of dropping out of school and those with challenging behaviours. A unique feature of the school is the strong inclusive support and care for those who attend the Physical Disabilities and Autistic Spectrum Disorders Unit.

Guidance and advice given to students in relation to curriculum choices are good. The academic and vocational curriculum in Key Stage 4 comprises courses that meet the majority of students' needs. All students benefit from enjoyable extra-curricular and sports activities, through the school's specialist sports status, thus ensuring they develop into well-rounded individuals. The school's managers have ensured that all teachers have robust and accurate information on their students' attainment and ability profiles. In those lessons where teachers use this information productively in planning activities and tasks, teaching and assessment activities are well structured, and students develop independent learning skills, sound knowledge and good subject skills through collaborative activities. However, teachers' planning does not consistently take into account the full range of students' prior attainment, including the gaps in their literacy and information and communication technology skills. Marking varies in quality, especially in the feedback given to students, and teachers and learning support assistants do not always check the knowledge and skills that students are acquiring during lessons.

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The headteacher has provided strong leadership in creating a culture of higher aspirations and continuous improvements in all aspects of school life. The school's capacity to improve is further demonstrated by its rapid progress in addressing one of the key priorities for development in its last inspection, namely improving attainment in core subjects. The school is now making headway on the other priorities from this inspection. For example, it is improving consistency in learning across all groups of students, especially those who are higher attaining students. The parent of a Year 11 student, reflecting the changes, reported: 'I love this school, my daughter has developed socially and her school work has improved beyond my wildest expectations!'

What does the school need to do to improve further?

- Raise standards in Key Stages 4 and the sixth form by December 2010 through:
 - greater consistency in the quality of marking of students' written work, so that they have more feedback to enable them to improve their literacy skills and achieve their targets
 - more precise lesson planning in line with students' previous attainment and more effective use of learning support assistants during tasks and activities.

Outcomes for individuals and groups of pupils**2**

The school is quick to respond to variations in attainment across subjects. In the last year it has raised standards in mathematics and is narrowing the gap between those students who have free school meals and those who do not. The standards of work observed by inspectors in lessons and in students' books confirmed this. However, students' literacy skills and presentation of their work varies from subject to subject. In a number of lessons, students were responsive to well-structured paired or group tasks, actively contributed to discussions and visibly enjoyed their work. Students at early stages of learning English and individual students with profound and complex learning difficulties and physical disabilities received especially well-targeted support and most made good progress. Students report that the school is a safe environment. They are aware of healthy eating and healthy lifestyles and a significant number of students take advantage of the school's diverse range of sporting activities. The school stresses the dangers of bullying and harassment and the majority of students consequently have a good sense of how to behave and what is morally acceptable. Students are proactively involved in shaping school activities through, for instance, contributing to the staff recruitment process and giving feedback on teaching. A number of students are enlisted as student leaders and proudly champion good behaviour, attendance and punctuality. Some are enthusiastic dance and sports leaders, mentoring children in local primary schools. Students are supportive of one another in the main school and mix well socially across cultural groups, but there is little opportunity for them to interact with sixth form students. The school has not succeeded in developing students' deeper spiritual and cultural awareness sufficiently. Students' attendance is now satisfactory and this, together with punctuality, has improved significantly in the last year. Although there still

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remain a tiny minority of students who lack urgency in reaching lessons on time, many students observed by inspectors displayed the responsible attitudes and aptitudes they need to equip them for further education and the world of work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In the best lessons observed by inspectors, teachers had strong subject knowledge and used this to inspire learning effectively. Relationships between teachers and students were strong and helped to build a mutually trusting learning environment.

In these lessons, teachers planned activities and tasks in line with students' previous attainment and levels, encouraging them to work purposefully, and this led to good outcomes. In an outstanding Year 8 lesson, the teacher fostered high expectations and, through targeted questioning and assessment techniques, enabled all students, including those with learning difficulties, to successfully demonstrate their knowledge of a Shakespeare play.

Most teachers use assessment descriptors during tasks, so that students know what level and grade they are working at, but there is less emphasis on informing individual

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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students precisely what they need to do to improve. In some lessons, too much teacher input and whole-class activities for long periods of time mean that students’ learning and progress are not checked effectively. In these cases, there is insufficient challenge for students that are more able and less able students are not sufficiently supported in completing their work; this has a negative impact on students’ behaviour. Although marking of some students’ written work is helpfully detailed, it is not of consistent quality across all subjects and students are not encouraged to focus on developing literacy skills. Learning support assistants are used effectively in some subjects and work productively with groups of students, but their skills and expertise are not used consistently in the lesson planning process.

Tracking of students' progress is accurate in Years 10 and 11 and directly supports improvements in attainment and achievement through timely interventions and lesson planning reviews. Assessment at Key Stage 3 is less rigorous, and is rightly a school priority for improvement.

Strong multi-agency working through pastoral mentors is highly effective in engaging vulnerable students with emotional, social and behavioural difficulties and those students with challenging behaviour. A transition worker very effectively supports students through the key stages and there is a strong focus on improving attendance across the school.

The 11-16 curriculum meets most students’ needs through a range of academic and vocational qualifications, including a responsive programme of BTEC qualifications, an effective Foundation level Entry to Employment programme and a specially designed programme for Year 11 students at risk of dropping out of school at 16. The school’s specialist sports status has led to good productive links with primary schools.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher’s leadership is outstanding as she has brought to the school a clear vision and strong determination that has successfully transformed its learning and behaviour culture. She is most ably supported by a team of managers who are dynamic and skilled in continuously driving up students’ achievements. They work cohesively as a team and there is now beginning to be effective sharing of good practice across departments. Having been identified as a National Challenge School, the external support it has received from the adviser has rightly been focused on the Raising

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Attainment Plan. This has meant that the leadership team has only recently started to address raising standards within the sixth form. The school’s self-evaluation process is collaborative and rigorous and provides an excellent account of the school’s strengths, and the areas where the school needs to improve. Departmental school improvement plans and reviews reflect this analytical approach, with a strong focus on raising achievement and standards. However, while there have been significant improvements, the lesson observation process is sometimes too focused on teaching and does not always sufficiently analyse individual students’ learning and progress in lessons. The governing body includes additional associate governors and a Teach First ambassador governor; together, they provide support and challenge to school staff through links with departments. The school provides good value for money overall, but is less effective with the deployment of the learning support assistants during lessons. Safeguarding procedures are highly robust across all aspects of the provision. The school rigorously monitors students’ outcomes at individual level and by group, in line with its equalities policy, and this is evaluated for its impact. The school works productively with a range of partners and has developed a cohesive community within the school. Strong support for parents, carers and families and local community groups is provided through the school’s successful extended provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The school’s workplace Nursery provides children with a good foundation in personal, social and communication skills that they will need for the next stage in their lives. This

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is achieved through linking learning, development and play activities to the appropriate early learning goals for the babies and young children. Children display good behaviour and manners and form trusting relationships with adults. Play settings are safe and well supervised and children can choose to go out and play outside of the set times. At mealtimes, children are encouraged to discuss their preferences and to drink water. Children enjoy learning and are curious to discover things for themselves either on their own or with others. The stimulating environment effectively reflects the children’s wide range of backgrounds and cultures. The head of the Nursery ensures regular contact between staff and parents and carers. Comprehensive ‘learning journeys’ are planned around the individual needs and interests of each child, informed by the use of ongoing observational assessment, with progress being regularly updated. Staff rely too heavily on parents and carers accessing all written information themselves and currently do not provide them with the essential procedures concerning child absence and the late arrival of parents and carers at close of day.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Sixth form

Leadership and management of the sixth form are satisfactory. The manager has a strong commitment to raising standards and holds a clear view of the strengths and areas of development in the sixth form. Although students’ outcomes are broadly within national averages, there are variations between subjects. Students in A- level mathematics are making good progress. AS level standards are below national averages. A significant minority of students do not make the progress they should in AS subjects, and subsequently leave the school. The school is aware that it needs to provide a better structured transition for students from GCSE to level 3 courses.

Sound tracking of students’ progress supports students in meeting their targets, and in some cases, exceeding them. Nationally published data over three years indicate that students entering the sixth form with below average levels of GCSE attainment are helped to make the progress they should, relative to their starting points. The quality of teaching is satisfactory. Students’ learning and progress are satisfactory in most lessons, while in some, students benefit from very well-structured teaching and development of higher order thinking skills. However, some students lack the maturity of thought, along with the confidence in oral and written skills that would enable them to be more successful in their examinations. Nearly all students who are advanced bilingual learners

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make good progress in the sixth form. Through UK Careers Academy internships, students engage with local businesses and gain enterprise skills. Students’ contribution to the school and the wider community is not as yet well developed.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Parents and carers are highly supportive of the school, with the vast majority appreciating the quality of education and care provided for their children. They report favourably on students’ healthy lifestyles, the good pastoral support received by their children and good links with the school. A number of comments were received from parents who expressed a desire for more homework. Inspectors agreed with this and noted that this was a school key priority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Feltham Community School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 259 completed questionnaires by the end of the on-site inspection. In total, there are 1157 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	20	181	70	21	8	4	2
The school keeps my child safe	73	28	170	66	9	3	4	2
The school informs me about my child's progress	77	30	143	55	29	11	10	4
My child is making enough progress at this school	69	27	163	63	17	7	8	3
The teaching is good at this school	57	22	173	67	18	7	7	3
The school helps me to support my child's learning	57	22	148	57	37	14	13	5
The school helps my child to have a healthy lifestyle	48	19	149	58	44	17	12	5
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	23	155	60	27	10	6	2
The school meets my child's particular needs	51	20	168	65	20	8	10	4
The school deals effectively with unacceptable behaviour	56	22	149	58	36	14	15	6
The school takes account of my suggestions and concerns	33	13	152	59	39	15	14	5
The school is led and managed effectively	46	18	177	68	12	5	14	5
Overall, I am happy with my child's experience at this school	79	31	149	58	16	6	13	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Students

Inspection of Feltham Community College, Hounslow TW13 7EF

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed being in your lessons, looking at your work and talking to you. We were impressed by how well behaved and polite you were. These were the main things we found out about your school. We judged that Feltham Community College is a good school, with a good Nursery and a satisfactory sixth form.

- Between Years 7 and 11, most of you make good progress in your learning and attain broadly average standards in GCSE examinations. If you are not making the progress you should, the school is very quick at providing you with very good additional subject support outside of lessons. We were impressed by how many Year 11 students enthusiastically attend these sessions after school and on Saturdays. Well done for raising your aspirations!
- The care, guidance and support you receive are outstanding. This, along with the school's strong range of partnerships and the emphasis the school has on good levels of behaviour, helps you develop into responsible and caring citizens.
- The school provides you with a good curriculum that meets your needs and helps those of you who take advantage of the extra-curricular sporting activities to develop into healthy young people.

To help the school improve further, the school's leaders have agreed to ensure that:

- teachers will consistently ensure more effective marking of your work, give you precise feedback on how to improve and check your learning in lessons more rigorously, to help you do even better in your studies, and especially in your writing
- teachers with their learning assistants will consistently plan lessons so that all of you progress and achieve your full learning potential.

We wish you all the very best for your future.

Yours sincerely

Meena Wood

Her Majesty's Inspector

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