

The John Loughborough School

Inspection report

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| Unique Reference Number | 102167 |
| Local Authority | Haringey |
| Inspection number | 331591 |
| Inspection dates | 7–8 October 2009 |
| Reporting inspector | Mary Massey HMI |

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

| | |
|--|---|
| Type of school | Comprehensive |
| School category | Voluntary aided |
| Age range of pupils | 11–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 250 |
| Appropriate authority | The governing body |
| Chair | Pastor Samuel Davis |
| Headteacher | Mrs Laura Osei |
| Date of previous school inspection | 0 May 2008 |
| School address | Holcombe Road Tottenham London N17 9AD |
| Telephone number | 020 8808 7837 |
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Introduction

This inspection was carried out at no notice by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited 17 lessons, and held meetings with governors, staff, groups of students and representatives from the local authority, London Challenge and the Seventh Day Adventist Church. They scrutinised a range of documentation including 36 parent, 90 student and 18 staff questionnaires, students' work, minutes of meetings and the school's monitoring and planning files.

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

- the capacity and capability of leadership and management at all levels in raising achievement for students and sustaining improvement
- the impact of teaching on raising achievement and outcomes for all students
- the quality of safeguarding arrangements.

Information about the school

The school is much smaller than an average secondary school and almost all students are from Black Caribbean and Black African backgrounds. Only a few students are in the early stages of learning English, but the number is increasing. It is a Seventh Day Adventist denominational school with about a third of the students from this faith and the majority of the remainder from other Christian faiths. About a third of the students travel some distance to attend school. The proportion of students with special educational needs and/or disabilities and the proportion eligible for free school meals are below the national average. There have been uncertainties concerning the school's leadership for some time. At the two previous inspections, the school was judged in need of significant improvement and given a notice to improve.

The school building is currently undergoing extensive extension and refurbishment.

The school recently gained the Sportsmark award.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school is emerging from a period of uncertainty and turbulence that has affected the morale of students, parents, staff and governors. In a short time the acting headteacher has managed to create a cooperative, enthusiastic team of teaching and support staff, with one describing her style as 'a breath of fresh air'. The newly appointed senior team is well aware of the strengths and weaknesses of the school and is already beginning to have an impact on students' achievement and well-being, but these green shoots have not yet had time to become well established or sustained. The school is not yet able to demonstrate that it has the capacity to improve.

Students' attainment when they join the school in Year 7 is just below the national average. Students, including those with special educational needs and/or disabilities, make inadequate progress and their attainment remains low. Extensive coaching and support for staff has improved the quality of teaching but overall teaching is inadequate because there is too little good or better teaching and some that is inadequate. Some teachers are planning more imaginatively to make their lessons stimulating and to encourage students to take responsibility for their own learning. However, the school lacks a culture for learning and many students arrive at lessons with a negative attitude, and frequently do not have the necessary self-discipline or independent learning skills to take advantage of the learning opportunities that are provided. The resulting low-level disruption slows the pace of learning for everyone and the focus for the teacher becomes managing behaviour rather than inspiring students to learn. Although assessment information is available, teachers do not consistently use it to plan lessons which take into account students' individual needs. Not all students are set clear targets and then given feedback that will tell them what they need to do in order to improve.

A range of partnerships allow students in Years 10 and 11 to follow vocational or diploma courses but the 'Learning Zone' provision is only partially meeting the needs of vulnerable students. The senior leadership team is aware that the curriculum for those students excluded from lessons does not focus enough on their academic rather than their personal development, and have plans to tackle this. The curriculum does not, therefore, meet the needs of all pupils and is inadequate. Current building works on the school site are having a negative impact on provision for physical education and the school does not yet offer the recommended two hours per week for students in Years 10

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and 11. However, many students take part in sporting activities via the enrichment programme and clubs.

Procedures for senior leaders to monitor the quality of teaching and students' progress are in place and carried out regularly. However, the wealth of data available is not always analysed or used systematically enough to identify the most urgent areas for development. Middle managers are beginning to understand their role in leading change and improvement but this is still at an early stage, and they are not yet fully trained. The management of the education of students with special educational needs and/or disabilities is inadequate. Initial assessment, subsequent planning and then monitoring are insufficiently rigorous or thorough. These students do not make enough progress because the care, guidance and support they are given are inadequate and strategies for supporting them are not readily available for teachers and support staff. In contrast, provision for those students who speak English as an additional language is good and as a result they make good progress.

A shadow governing body has recently replaced the Interim Executive Board put in place by the local authority after the last inspection. Some governors, including the chair, have served on both bodies, remaining loyally supportive and committed to the school through major difficulties over the last two years. They have taken their statutory responsibilities very seriously, for example in ensuring that safeguarding arrangements are met, and they have challenged the acting headteacher appropriately. Both the church and local authority have provided extensive support to the school at a time of substantial tension and change. The current building works on the school site are providing a further challenge, and school leaders and staff are working hard to minimise disruption and maintain routines, morale and safety.

What does the school need to do to improve further?

- Improve behaviour and students' attitudes to learning by:
 - encouraging all students to develop a positive approach to the learning opportunities that teachers provide
 - ensuring that students have the skills that will enable them to respond to teaching strategies which give them personal responsibility for their own learning and actions
 - consistently and fairly applying the school's procedures for managing behaviour.
- Improve the proportion of good or better lessons by:
 - focusing on the quality of students' learning and the progress they are making
 - systematically using a broader range of information about students' needs, including assessment data, to plan work that is well matched to all students' individual needs and will actively interest them in learning
 - ensuring that students are given targets that match their ability and are then given feedback that tells them what they need to do in order to improve.

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

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- Improve the management of provision for students with special educational needs and/or disabilities by:
 - making accurate initial assessments
 - providing individualised programmes of support and strategies that can be implemented by teaching assistants and teachers
 - systematically and accurately monitoring students' progress.
- Develop the skills of middle leaders so that they are able to lead improvements in the quality of teaching and learning.

Outcomes for individuals and groups of pupils**4**

The quality of learning seen in lessons during the inspection reflected the general pattern of unsatisfactory progress evident from the school's results, including the progress of students with special education need and/or disabilities. In 2008 GCSE results were better than in previous years but were still below the national average. However, although they fell in 2009 because boys did not make enough progress, the proportion of students gaining the highest grades increased, and the proportion of students gaining five A* to C grades with English and mathematics was only just below the school's target. Achievement in English has been satisfactory for the last two years, but in mathematics both attainment and progress are significantly below the national average. Other subjects where students make good progress include art, music, textiles and statistics, although these subjects are only taken by a small number of students.

Although students say they enjoy school and understand well how they are expected to behave, they do not always show mature attitudes as they move round the school or in lessons, and for this reason behaviour is inadequate. Many do not respect one another's right to learn or have the listening and communication skills to make the best use of group work. In particular they find it difficult to change activity calmly. Poor punctuality and weak literacy, numeracy and independent learning skills mean that some students are not well prepared for future work. Students say they feel safe and that any bullying incidents are dealt with effectively, but in the student questionnaires about a third said that some teachers are not interested in their views. They do believe, however, that the school council is beginning to make their voice heard and school prefects make a contribution to managing behaviour. About 40% of students do not feel that the school encourages them to be healthy. Space on the school site is very restricted and so the opportunity for physical activity at break and lunchtime is limited, although many students take part in sport outside lesson time. Healthy vegetarian food is provided in the school dining room after consultation with the school council. Although uptake of school meals has improved, many students bring packed lunches.

The strong influence of the church in the school encourages students' spiritual and moral development, although some lack social skills, and cultural development is limited.

These are the grades for pupils' outcomes

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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 4 |
| Taking into account: Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 4 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 4 |
| The extent to which pupils feel safe | 3 |
| Pupils' behaviour | 4 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 4 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

In most lessons teachers set clear lesson objectives that focus appropriately on learning. Some staff use a wide range of activities to engage students, and in the better lessons skilful questioning enables students to make good progress and have their views heard. However, only 40% of the lessons seen by inspectors were good, 30% were satisfactory and almost 30% were inadequate. Continuous low-level disruption in many lessons prevents teachers from using strategies that in other contexts would be effective, and the application of school systems for managing behaviour is inconsistent. Many lessons are slow in pace and teachers do not use assessment data effectively to inform planning, and so they provide work that is not matched to students' individual needs. As a result, more able students are not challenged and those with special educational needs and/or disabilities are not adequately supported. Inspectors saw little evidence of constructive marking that really helped students to understand exactly what they need to improve.

The curriculum does not meet the needs of all students. The school is small and some teachers have to teach outside their own subject specialism. Nevertheless, the curriculum includes a good range of choices at Key Stage 4, including vocational and diploma courses. Changes to the Key Stage 3 curriculum to embrace a skills-based approach are under development and the school has introduced a Social and Emotional Aspects of Learning (SEAL) course in Year 7. The skills taught in this course are not yet

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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being consistently referred to by teachers in normal lessons, so the impact on students' behaviour and attitudes to learning is not yet evident.

Support for students at key transition times, for example into Year 7, GCSE options and on to college, is satisfactory. Overall attendance is average but monitoring systems lack rigour, although the school is working hard to improve students' punctuality. The number of fixed-term exclusions is high and the school is increasingly using removal from lessons as a means of managing behaviour. The Learning Zone is used to support those who have been excluded more than twice. Although satisfactory pastoral support is provided, insufficient attention is paid to the quality of students' learning. In particular, the learning and progress of the potentially most vulnerable students, including those with special educational needs and/or disabilities, are not managed effectively.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 4 |
| Taking into account: The use of assessment to support learning | 4 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 4 |
| The effectiveness of care, guidance and support | 4 |

How effective are leadership and management?

The new senior leaders have formed an effective team in the short time they have been working together, and have started to give the school a new sense of direction and shared purpose which are welcomed by staff. Tracking systems are in place and students' progress is measured regularly, with challenging targets set for both the school and individual staff. However, monitoring activities are not sufficiently focused on the quality of students' learning and this limits the progress that students can make. Planning focuses on suitable priorities, but success criteria and milestones are not sufficiently sharp, measurable or focused on student outcomes.

Since the last inspection, a great deal of support has been put into the school both from the local authority and the church. Both middle managers and teachers have benefited from the coaching and training that have been provided, but it is too soon to see a measurable impact on achievement. Middle managers are starting to be made accountable, but their leadership skills are still underdeveloped.

A plan to promote community cohesion is in place, with many actions already underway. The acting headteacher has successfully restored fragile relations with the local community and within the school, but the plan is not yet sufficiently ambitious in encouraging students' understanding of their role within a national context.

While safeguarding procedures are secure, the school's failure to meet the needs of its potentially most vulnerable students means that the school's effectiveness at promoting

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equal opportunities is inadequate.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| Taking into account: The leadership and management of teaching and learning | 4 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 4 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 4 |

Views of parents and carers

Of the 14% of parents who responded to the questionnaire, the very large majority are happy with their child's experience at the school, and almost all say that they are kept informed about their child's progress. A small minority expressed concerns that their child's individual needs were not being met, and that the school was not dealing effectively with unacceptable behaviour. The inspectors uphold these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The John Loughborough 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 12 statements about the school.

The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 15 | 42 | 17 | 47 | 2 | 6 | 1 | 3 |
| The school keeps my child safe | 12 | 33 | 20 | 56 | 4 | 11 | 0 | 0 |
| The school informs me about my child's progress | 15 | 42 | 20 | 56 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 11 | 31 | 21 | 59 | 1 | 3 | 1 | 3 |
| The teaching is good at this school | 12 | 33 | 17 | 47 | 2 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 11 | 31 | 20 | 57 | 4 | 11 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 10 | 28 | 20 | 57 | 2 | 6 | 0 | 0 |
| 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) | 6 | 17 | 0 | 0 | 2 | 6 | 0 | 0 |
| The school meets my child's particular needs | 7 | 19 | 23 | 61 | 3 | 8 | 1 | 3 |
| The school deals effectively with unacceptable behaviour | 10 | 29 | 18 | 50 | 4 | 11 | 2 | 6 |
| The school takes account of my suggestions and concerns | 8 | 22 | 22 | 61 | 0 | 0 | 1 | 3 |
| The school is led and managed effectively | 8 | 22 | 23 | 64 | 0 | 0 | 2 | 6 |
| Overall, I am happy with my child's experience at this school | 15 | 42 | 14 | 39 | 4 | 11 | 2 | 6 |

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.



9 October 2009

Dear Students

Inspection of The John Loughborough School, London N17 9AD

You will remember that inspectors visited your school recently. Most of you will have seen the inspectors around the school or when we visited one of your lessons. Some of you came to meetings with inspectors where we discussed the school with you. Thank you very much for the help you gave us. Most of you told us you enjoyed coming to school and that you felt safe.

We found that you are not making as much progress as you should be and that examination results are low. Your acting headteacher and her team of staff have begun to make improvements but these have not been happening for long enough. The inspection team decided that the school needs special measures to help it improve as quickly as possible.

We have asked the school to make a number of improvements.

- Improve the quality of teaching, so teachers focus more on what you are learning, and make sure you have good feedback so you know what you need to do in order to improve.
- Improve behaviour and give you the opportunity to develop better listening and communication skills. Too many of you disrupt lessons because you do not respect the right of others to learn or teachers to teach. This means that although teachers often try hard to provide stimulating lessons you do not respond well.
- Make sure that better support is provided for those of you who find learning or behaving well difficult.
- Make sure that the teachers who lead different subjects are able to support others to improve the quality of teaching and learning.

I am aware of the challenge you are all facing with the building work at your school and how this is limiting your activities, particularly physical education. Your teachers are working hard to minimise the disruption to your education and keep you safe. You can all do your bit to help by trying really hard to behave well at all times.

I wish you all the very best for the future.

Yours sincerely

Mary Massey

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