

<b>Name of School:</b>	LAMPTON SCHOOL
<b>Head teacher/Principal:</b>	Stephen Davis
<b>Hub:</b>	West London Hub
<b>School type:</b>	Secondary
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	06/11/2017
<b>Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	07/11/2016
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	22/05/2013

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	ACCREDITED Continuing Professional Learning (CPL)
<b>Previously accredited valid Areas of Excellence</b>	Sixth Form Achievement 07/11/2016
<b>Overall Estimate</b>	Outstanding

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- Lampton School is a larger than average sized secondary school in the borough of Hounslow. It is situated in an area of high social deprivation.
- The proportion of students from minority ethnic backgrounds is well above the national average; most are of Indian or Pakistani heritage. Similarly, the proportion for whom English is an additional language (EAL) is well above the national average.
- Approximately a third of students in the school are disadvantaged.
- The proportion of students with special educational needs and/or disabilities (SEND) is broadly in line with the national average.
- Stability in the school is high; the vast majority of students remain at Lampton for the entirety of their secondary education.

### 2.1 School Improvement Strategies - Follow up from previous review

- In religious studies, a change in senior leadership line management has brought about more robust teaching and learning, leading to examination success. Closer monitoring and changes to the curriculum have improved pedagogy and students' engagement. This is a very important subject in the school as all students take religious studies and sit the GCSE at the end of Year 11. An external review took place recently, using the same team from two years before, and this reviewer validated the progress made in the intervening time.

### 2.2 School Improvement Strategies - What went well

- The senior leadership team (SLT) continues its relentless focus on producing the best possible outcomes and life experiences for students in the school. Senior colleagues portray a united vision for the school; this is shared with all staff, with everyone at the school striving for the same goals. The vision is led by pedagogy that meets the needs of the diverse groups of students in the school and, in doing so, it allows teachers to innovate within their own classrooms.
- The school improvement plan (SIP) identifies clear priorities that are the result of the forensic examination of outcomes data or practice that requires development. A comprehensive programme of continuing professional learning (CPL), the school's Area of Excellence, enables leaders and teachers to drive consistently high academic standards.
- Senior leaders have developed and nurtured high quality subject leaders and strong pastoral leaders so that effective leadership pervades every stratum. Some of these leaders are from astute external appointments; many have emerged through the school's own leadership development programmes. Lampton is renowned for 'producing their own'.
- 'Building Learning Power' was a strategy that was established in the school some years ago. Leaders have refreshed this aspect such that, once again, it has a high

- profile in and impact on teaching and learning.
- 'Lampton 7' has been introduced to staff this academic year and, following more explicit training, it will be fully unveiled in the spring term. It is a pedagogical strategy that will become an expectation of all teachers. The seven concepts to be a feature of every lesson are 'Prompt Start, Differentiation, Academic Literacy, Metacognition, Learning Style, Monitoring and Targeted Questioning'. While none of these variables are new to the school, they have been brought together to form a bespoke teaching method across the school. Leaders refer to this as the school's 'signature' pedagogy.
  - The school is highly effective in utilising 'Blue Sky' in driving its appraisal programmes and performance management. This is skilfully managed by an assistant headteacher so that training for staff can be tracked closely to ensure it meets school and individual needs.
  - Success in the reformed Advanced level examinations has been achieved through changes in teaching methods to deliver the new specifications. Whole school CPL has been devoted to this aspect, along with support and regular meetings with subject leaders, to ensure that students are ready to tackle the new format. The consistent ALPS overall score of 3 indicates the success of this approach.
  - Leaders are adept at using expertise from within the school to boost achievement. A clear example comes in the support biology and chemistry subject areas have received, culminating in dramatic improvements at AS level in 2017.
  - Parents are very supportive of their children's education. Leaders gather as much feedback as they can from parents' evenings where attendance is always high at above 90% for all year groups. Information from this feeds into the self-evaluation form (SEF) and there is also a range of opportunities to glean 'pupil voice' suggestions. Improved lines of communication with parents have also proved beneficial in changing strategy.

## 2.3 School Improvement Strategies - Even better if...

... all pastoral leaders adopted the same strategic practices as subject leaders to optimise students' achievement.

## 3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Leaders have focused effectively on improving marking and feedback, which were areas for improvement in the last Challenge Partners Review. The greatest improvement has been seen in mathematics although consistency is much improved across all subjects. Directed Independent Review Time (DIRT) is now a key feature of all schemes of work. Teachers new to the school instantly receive guidance as part of their induction to ensure that all staff have an in-depth awareness of expectations. Best practice is shared through the CPL offer to which all staff subscribe. By introducing the 'Lampton 7' early in 2018, staff who are strong in these threads will lead the sessions in them. Other positive practice observed in

learning observations and learning walks, coupled with internal and external reviews, is shared rapidly with colleagues.

### 3.2 Quality of Teaching, Learning and Assessment - What went well

- The teaching and learning in the school is of the highest quality, leading to consistently positive outcomes. Although most students enter the school with attainment around national expectations, their journey through the school enables them to develop into well-educated, confident young people.
- Teachers plan and deliver exciting learning experiences that ensure full engagement. Planning is thorough and differentiated, enabling tasks to build on progression.
- Off-task behaviour is a rarity and students remain focused on their work. Class discussions are lively because students are keen to voice and share their views.
- Teachers are reflective of their pedagogy; they are well trained, highly competent and enthusiastic in their delivery. Teachers are experts in their subjects and this has enabled them to embrace the changes and new specifications that are now in place without any detrimental effect on teaching. Above all, they are passionate about their subjects which is conveyed enthusiastically to students to develop their understanding.
- Teachers' in-depth knowledge of their students enables them to target questions in lessons to stretch and challenge individuals. Questioning was a strong feature in most of the lessons observed. Teachers' knowledge of their classes also allows them to establish support and interventions swiftly and appropriately.
- Relationships between students and their peers, and with adults in the classroom, are consistently positive. There is a culture of mutual respect throughout the school where everyone feels valued. Students collaborate effectively with their classmates. They are highly proud of their school and are purposeful in maintaining its positive reputation.
- Additional adults in the classroom are deployed effectively to support learning. They frequently extend their guidance so that a range of students benefit.
- Changing the timetable to longer, one-hour lessons is leading to more in-depth writing in a variety of subjects. This is also having a positive impact on marking and feedback because teachers now have improved time for DIRT.

### 3.3 Quality of Teaching, Learning and Assessment - Even better if...

... all strands within the 'Lampton 7' strategy were being consistently applied in all subject areas, following its introduction in early 2018.

... all teachers devoted appropriate time to DIRT in lessons so that their hard work is reciprocated by students in order to maximise the impact on progress.

## 4. Outcomes for Pupils

- In the 2017 GCSE examinations, Lampton School continued to perform exceptionally well. Attainment 8 and Progress 8 results overall were significantly above the national average. This established a direct correlation with consistently high quality teaching and learning and positive academic outcomes.
- In English and mathematics, the combined scores for these subjects were significantly above the national average at grade 4+ and grade 5+. Leaders in these subjects 'went the extra mile' with students to ensure every possible avenue was explored to lead to the best outcomes in what was an atmosphere of uncertainty.
- Performance in the EBacc measure remained positive, with modern foreign languages emerging as a real strength.
- Girls narrowly out-performed boys with a Year 11 cohort which was 'boy-heavy'.
- The Progress 8 score of disadvantaged students was well above the national average but below that of non-disadvantaged students in the school. This was a notable change and against the trend for this group. Senior leaders have identified promptly that the performance of students in this group with high prior attainment affected the outcome. This sub-group is now a key priority focus for this year.
- Students with special educational needs and/or disabilities (SEND) performed well in individual, bespoke curricula tailored for them. It is therefore impossible to compare their figures with non-SEND students following different pathways. For example, the students with EHCPs who entered just one GCSE and followed entry level English and mathematics courses create difficulties in comparing progress and attainment with others.
- The Progress 8 figures for English revealed a barely perceptible gap between disadvantaged and non-disadvantaged students. However, this was not the case in mathematics. Similarly, this is an additional focus for attention this academic year, particularly for the most able disadvantaged students.
- Subjects which attained well at GCSE in 2017 included chemistry, physics, French, Spanish and food technology. Geography and religious studies, subjects that had previously been identified for improvement, performed above the national average at A\*-C grades. Likewise, the percentage of students making expected progress in these subjects rose dramatically to levels that were well in excess of expected levels.
- Results at Advanced level remained high in 2017. An overall ALPS Grade 3 was achieved and ten subjects achieved an above average score, including mathematics, further mathematics, physics, art and sociology. History and psychology declined at Advanced and AS levels and these subjects are now under scrutiny for improvement. In the vocational BTEC subjects, students produced an average grade of Distinction\* and made high levels of progress. Business, performing arts and ICT all performed exceptionally well. Achievement at Key Stage 5 enabled 86% of students to progress to university, with six gaining Oxbridge places.
- Lower down the school, students are achieving well in Key Stage 3. The same analytical approach to the curriculum and teaching and learning seen in Key Stage 4 applies equally in Key Stage 3. Pedagogical changes are already in place to ensure these students build on existing standards as they progress through the school.

## 5. Area of Excellence

Continuing Professional Learning (CPL)

### 5.1 Why has this area been identified as a strength?

Visitors from local schools and overseas have been highly impressed with the effectiveness of CPL that takes place in Lampton School. Staff enjoy the training they undertake and widely report on the positive effect it has had on their professional development. This effect can also be seen in the school's consistently high academic outcomes. All staff complete a minimum of twelve training sessions over the course of the year, although such is the professional culture in the school that most complete way above this figure! A rearranged timetable has allowed these sessions to be scheduled every Thursday afternoon.

### 5.2 What actions has the school taken to establish expertise in this area?

The key to the successful implementation of the school's CPL programme has been the way it has been integrated into the Blue Sky professional development tool. This software package holds the data of CPL so that staff attendance is closely monitored. As part of staff performance management, teachers reflect on the CPL they have received and in consultation with their line managers, determine areas they would like to pursue in the coming year. However, this system does not solely cater for the training needs of teachers, office staff, teaching assistants and site staff have been incorporated into training sessions.

The success of this approach is also attributable to professional development that fully utilises expertise from within. Staff lead sessions happily and confidently where good practice can be shared to ensure consistency throughout the school. The assistant headteacher responsible for this area ensures that staff 'facilitators' are trained before they deliver their programme and he then quality assures their work as the term unfolds. His attention to detail and the support he offers is highly effective in securing the uniform delivery of all programmes and boosting their impact, while developing facilitators' career progression.

Lampton School has been invited to disseminate this practice to other schools. Leaders helped establish the CPL programme at Oxford Academy, delivered CPL sessions at Wellington Academy and formed close links with UCL Academy in Camden; UCL has directly adopted some of the Lampton practice into their programme. To measure the rigour and effectiveness of the Lampton programme, two senior leaders are enrolled on the 'Going 4 Great' programme, organised by the London Leadership Strategy. The Lampton CPL programme will be robustly 'tested' by three other schools and the findings published in the 'Inspiring Greatness' document.

### 5.3 What evidence is there of the impact on pupils' outcomes?

There is sufficient evidence to suggest that the broad range of CPL offered to Lampton staff annually has a direct impact on maintaining high standards of achievement in all key

stages. Year on year, the school generates successful outcomes because senior and middle leaders ensure that CPL meets the needs of students. They focus clearly on areas requiring improvement and undertake far more sessions than the minimum requirement. This ensures that all staff are in touch with whole school priorities identified in the school improvement plan and they are determined to improve their practice for the benefit of their students.

#### **5.4 What is the name, job title and email address of the staff lead in this area?**

Johnnie Pavey

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#### **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The school does not require any support at the moment.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**