

Shooters Hill Post-16 Campus

Inspection report

Unique Reference Number	133313
Local Authority	Greenwich
Inspection number	341373
Inspection dates	11–12 November 2009
Reporting inspector	Samantha Morgan-Price HMI

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

Type of school	Other Secondary
School category	Community
Age range of pupils	16–19
Gender of pupils	Mixed
Number of pupils on the school roll	1250
Appropriate authority	The governing body
Chair	Mrs Barbara Barwick
Headteacher	Mr Mark Vincent
Date of previous school inspection	7–8 December 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 38 lessons and held meetings with governors, staff and students. They observed the school's work and looked at the campus development plan, records of lesson observations, achievement and attainment data, vulnerable students' records, school improvement partner reports, governing body minutes and 20 parental questionnaires.

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

- the achievement of all groups of students, but especially Bangladeshi, Indian and Chinese students, to determine whether teaching is sufficiently challenging
- teachers' use of assessment, to identify whether it is used effectively to match lessons to the needs of all students and to inform them how to improve
- the effectiveness of monitoring and support systems to enable students to achieve well, especially more vulnerable students
- the effectiveness of middle leadership in bringing about improvement.

Information about the school

This school serves an area with high levels of social deprivation. It is oversubscribed and serves a diverse community. A high proportion, over half of the student population, is of minority ethnic heritage. Over 20% of the students do not speak English as their first language, and 10% of the students have a statement of special educational needs.

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

Shooters Hill Post-16 Campus is a school many students are proud of. The headteacher and his senior leadership team have worked tirelessly to provide students with an excellent curriculum and an environment where they feel extremely safe. Students behave well and inspectors observed exemplary behaviour on some courses. Students from many ethnic backgrounds work together harmoniously, and there have been no permanent exclusions in the last three years. Parents are also of the opinion that the school provides a safe learning environment.

Many students enter the school with attainment levels that are below national averages, and some have returned to education after a period of not being in education, employment or training. The diverse curriculum provides very well for the needs of all students, including those with special educational needs and/or disabilities, so that standards are above average on the majority of the campus's programmes, especially those on BTEC first and entry-level courses. Students learn well and make good or better progress in lessons and by the end of most of their courses. The school has made good use of its improved monitoring and evaluation systems to ensure that students who were falling behind in 2008 are now doing better. The good level of care, guidance and support is underpinned by effective work with a range of external specialists to support more vulnerable students. Bangladeshi, Chinese and Indian students are now doing as well as their peers.

The quality of teaching is good. In the better lessons teachers demonstrate good subject knowledge, undertake thorough planning of lesson objectives and outcomes, and provide a variety of learning activities to ensure that students are engaged and can contribute to their own learning. Weaker lessons are characterised by poor planning for individual students' needs and are teacher-dominated, inhibiting students' ability to work independently. These lessons also contain little variety of experiences for students. The use made of assessment information by teachers to plan lessons, identify students' rates of progress and then support individual students' learning is satisfactory although not yet consistently effective.

The curriculum has been designed in response to students' and employers' needs and provides students with excellent opportunities to develop workplace skills, so they are prepared particularly well for the next phase of learning, the world of work or higher education. Extensive partnerships within the 14 to 19 consortium have been instrumental in developing the new diplomas on offer, and links with employers are very good. The campus is the largest provider of a curriculum for students with

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special educational needs and/or disabilities in Greenwich. Excellent skills are developed by students on a range of vocational courses which include catering, hair and beauty and construction. Students with special educational needs and/or disabilities have excellent opportunities to progress from specialised provision onto mainstream courses. The proportion of students accepted onto university courses is high and continues to rise, year on year. Provision within the curriculum for information and communication technology (ICT) is excellent. Along with literacy and numeracy support, ICT is offered outside the school day including on Saturdays. Vulnerable students receive excellent support and conscientious follow-up which is tailored closely to their needs. The provision for health and safety advice and procedures is very thorough.

Leaders and managers have a good understanding of what needs to be done to further improve the campus and standards have continued to rise, enabling leaders and managers to demonstrate a good capacity to improve further. Procedures for conducting lesson observations are secure. However, the quality of lesson observation records is too variable, ranging from detailed analysis of teaching to cursory comments. Records of actions from lesson observations are too vague to enable course leaders to target support for individual teachers, and so are not sufficiently contributing towards teaching improvements. Aspects for improvement are too general, especially in the area of teachers' use of assessment.

What does the school need to do to improve further?

- More effectively monitor teaching and learning in order to identify areas for improvement through:
 - robust monitoring of teachers' lesson planning and the tracking of students' progress in and across lessons
 - embedding effective use of the resulting assessment information within all learning environments.
- Share existing best practice across the campus so that students benefit from a balance of good and outstanding teaching.

Outcomes for individuals and groups of pupils

2

Although the proportion of students achieving A to C and A to E grades on advanced courses has generally improved, leaders and managers are aware that there are a few courses where the level of students' attainment is low and there has been no discernible improvement. For example, course leaders responsible for law and AS English literature have put actions in place to improve the low attainment on these courses; however, it is too early to assess the impact of such measures.

Inspectors' judgement of learning and progress broadly matched that of the school's own assessment. Inspectors observed that students made better progress in Year 12 than Year 13. Students' learning and progress across subjects and within subjects were variable. In some vocational subjects students were seen to be making

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outstanding progress in their learning. For example, in catering and hairdressing students' levels of skills acquisition were high, facilitated by excellent working environments. The achievement of students is well supported by effective tracking and monitoring of their performance. Students who have been identified as requiring additional support from campus staff and those with a statement of special educational needs achieve well. Looked after children achieve as well as their peers.

Staff at the campus have worked hard to provide a healthy environment for students, who are very aware of what constitutes a healthy lifestyle but do not always take the opportunity to engage in physical activities or pursue a healthy eating regime. There is good use of health services by students.

Students participate in a good range of activities within the school and in the local community. Hairdressing and beauty therapy students provide excellent services to the general public. Catering students also provide an outstanding service in the campus's 'Fine Dining' restaurant which has served over 200 customers in the last half term. Students act as volunteers on campus and in the local community and are involved in various community vocational training initiatives. They raise money for a range of charities and have won awards for demonstrating excellent entrepreneurial skills such as the National Endowment for Science, Technology and the Arts (NESTA) and the Diane Abbott award. The student voice is yet to develop sufficiently to provide a good platform for students to raise their views effectively. A scheme to improve students' understanding of other cultures and relate to the wider community is in the early stages of development. Students' spiritual, moral, social and cultural development is good, although their spiritual awareness is not as well developed as their moral and social awareness because there is little opportunity for students to reflect on aspects of their lives or those of others. They have a good awareness of living in a multicultural Britain; however, there are limited opportunities for some students to participate in cultural activities.

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	2
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	1
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

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Inspectors observed some excellent teaching in hairdressing, catering, art and media. Many other subject areas observed contained good lessons, but few outstanding lessons were observed. In the better lessons, teachers demonstrated good subject knowledge and an effective use of time which enabled students to undertake a variety of tasks and contribute to their own learning. This was not the case in all lessons and inspectors observed lessons of variable quality within and across subjects. In weaker lessons, lesson planning was not effective and teachers did not make an accurate assessment of students' understanding or the progress they had made against learning outcomes.

The curriculum is impressively broad, and offers students a variety of courses from pre-entry through to level 3 advanced courses, including re-sit programmes, academic and vocational courses as well as diplomas for Years 10 and 11 students from local schools who attend link programmes. There are many excellent examples of innovative curriculum design being offered to students. For example, within the area of media, students produce music videos with the support of unsigned artists. Good examples of curricular innovation were also seen in A-level science and in hospitality and catering.

The campus works well with a range of organisations to support students, especially those with special educational needs and/or disabilities, emotional difficulties or family problems. Connexion liaison workers provide a good range of support services such as counsellors, psychiatrists and translators. Effective learning agreements are supported by parents to enable students to improve punctuality, behaviour and completion of work. The advice and guidance students are given are generally good although the school recognises that students are not always guided to take the most appropriate A-level courses that will lead to their success. Students' transitions from other institutions are well managed and there is an effective induction programme in place, particularly for Years 10 and 11 students undertaking day-release from school and students starting catering courses. The sexual health clinic is used well.

These are the grades for the quality of provision

The quality of teaching	2
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	1

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

Leaders and managers have worked hard to improve the quality of provision that students experience. The campus promotes equal opportunity well. Data are used well by managers to identify students who are falling behind; this has enabled the campus to improve the achievement of Bangladeshi, Indian and Chinese students. Students’ success on vocational courses has continued to improve in the last three years.

Regular reporting of students’ performance to parents has been established; however, leaders recognise that parents are not yet fully engaged in their child’s learning and progress. Governors are knowledgeable about the campus’s priorities. They scrutinise the campus’s work effectively and provide a good level of challenge. The procedures for safeguarding within the school are robust and supported by a member of the governing body who worked with the National Society for the Prevention of Cruelty to Children (NSPCC). The procedures for risk assessment throughout the campus are highly effective. Leaders and managers have worked effectively to provide a cohesive campus community. There have been various strategies and initiatives put in place to engage the wider community and some have been very successful. However, leaders and managers recognise that there are insufficiently robust recording, monitoring and reporting arrangements for actions identified to improve students’ participation within wider and global communities.

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	3
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	3
The effectiveness of partnerships in promoting learning and well-being	1
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

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Views of parents and carers

The rate of parental response was very low, as fewer than 2% of parents returned questionnaires. The majority of parents agreed or strongly agreed that their child enjoyed school and that they were kept safe at school. Parents felt that the school meets their child's needs. The majority of parents agreed or strongly agreed that the school is led and managed effectively. The majority of parents were happy with their child's experience at school. However, a small number of parents did not feel that the school kept them adequately informed of their child's progress. Inspectors agreed that there needs to be more effective reporting to parents.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shooters Hill Post-16 Campus 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 20 completed questionnaires by the end of the on-site inspection. In total, there are 1,025 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	35	12	60	0	0	0	0
The school keeps my child safe	6	30	13	65	0	0	0	0
The school informs me about my child’s progress	5	25	10	50	4	20	1	5
My child is making enough progress at this school	7	35	8	40	3	15	1	5
The teaching is good at this school	5	25	12	60	1	5	0	0
The school helps me to support my child’s learning	4	20	8	40	7	35	0	0
The school helps my child to have a healthy lifestyle	5	25	12	60	3	15	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)	7	35	8	40	3	15	0	0
The school meets my child’s particular needs	6	30	12	60	2	20	0	0
The school deals effectively with unacceptable behaviour	6	30	11	55	2	10	0	0
The school takes account of my suggestions and concerns	7	35	9	45	1	5	0	0
The school is led and managed effectively	5	25	11	55	0	0	0	0
Overall, I am happy with my child’s experience at this school	8	40	9	45	0	0	0	0

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 all 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>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 pupils' 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.



13 November 2009

Dear Students

Inspection of Shooters Hill Post-16 Campus, London SE18 4LD

I am writing to let you know what we thought about your campus. We would like to thank you for helping us when we came to find out how well you are getting on. We particularly enjoyed visiting your lessons and talking to some of you. We have judged that Shooters Hill provides a good standard of education, and your headteacher, senior managers, governors and other staff within the campus are working hard to improve the quality of education that you receive.

We know that the majority of you feel that the school is an extremely safe place to be; the school works hard to provide and maintain a safe and caring environment.

You achieve well throughout the school particularly on vocational programmes, and the good care, guidance and support and the excellent curriculum that the school provides enables you to make excellent progress in developing personal skills, such as your skills to progress to the next level of learning, the world of work or university. You make a good, positive contribution to your school. The excellent partnership links the school has made within the community have enabled some of you, especially those with special educational needs and/or disabilities, to achieve well and provided you with excellent curricular options. The school has a harmonious atmosphere and leaders and managers have done really well to achieve this.

In order to improve the campus further, we have asked your school leaders and managers to:

- more effectively monitor teaching and your learning to identify areas for improvement through closer scrutiny of teachers' lesson planning and the tracking of your progress in and across lessons, and ensuring that rigorous use is made of assessment information within all learning environments throughout the campus
- share existing best practice in your teaching and learning experiences to ensure you benefit from a balance of good and outstanding teaching.

You can help by fully participating in lessons.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector

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