

# Inspection of Little Ilford School

Rectory Road, Manor Park, London E12 6JB

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Inspection dates: 23 and 24 November 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
| The quality of education     | <b>Good</b> |
| Behaviour and attitudes      | <b>Good</b> |
| Personal development         | <b>Good</b> |
| Leadership and management    | <b>Good</b> |
| Previous inspection grade    | Outstanding |

This school was last inspected ten years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection

## **What is it like to attend this school?**

Leaders set and maintain high standards of education and care for all pupils. They consider how they can provide further opportunity, including through a rich curriculum offer. This school has a culture of aspiration for all pupils, including pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Pupils feel safe at the school. Bullying is rare, but is dealt with effectively when it happens. Leaders have introduced a new behaviour system to reward excellence and effort and promote productive classroom environments. Pupils have positive attitudes to learning. They engage well with their studies and develop secure knowledge across the curriculum.

Leaders and teachers have recently reviewed the curriculum to ensure that it is broad and ambitious for all pupils. The new curriculum ensures that each pupil learns a wide range of subjects in depth before they choose their GCSE options. Teachers are knowledgeable and well trained. They consider how they can enrich learning further, for example, through providing pupils with trips and additional clubs.

Leaders and governors actively consider how to make things better for pupils. They involve pupils closely in this work. Pupils are keen to make suggestions and know that they will be listened to. Parents and carers think highly of the school.

## **What does the school do well and what does it need to do better?**

The school is a calm, purposeful place of learning. Pupils make strong progress through the curriculum. They are taught about the school values of courage, commitment and compassion. These values are interwoven purposefully into aspects of pupils' learning. For example, in physical education, staff encourage pupils to put these values into practice when they take part in cross-country races. Staff reinforce the importance of showing a compassionate attitude to others' performance and encourage pupils to be committed to maintaining their best pace.

In Years 7 to 9, pupils learn a curriculum that has been well thought through. It provides breadth of learning and depth. Leaders have planned recent changes to the curriculum extremely carefully. In all subjects, the content has been well considered to give pupils both a broad cultural context, as well as to achieve high standards. For example, in art, Year 9 pupils now study a wider range of artists and schools of artistic thought, building up their knowledge of different techniques and styles. Visits to galleries are planned to enrich pupils' learning further.

Leaders give careful thought to how the curriculum in each subject can best be taught and assessed. They support teachers to develop and strengthen their expertise. Teachers understand the needs of pupils well. They set demanding work

that focuses on helping pupils work towards the agreed curriculum goals. Lessons are carefully sequenced. However, at times, teachers do not check sufficiently well how securely pupils remember key ideas in a subject. This affects how well pupils are able to draw on their previous learning when they move on to study new ideas. Leaders have rightly identified this as an area that needs strengthening.

Pupils with SEND are very well supported. Their needs are identified and understood accurately. Pupils within the resourced provision learn an ambitious curriculum, gain qualifications, and are taught how to be independent.

Pupils who join the school with difficulties in reading are identified quickly. Leaders have put in place a system of targeted support, catering for each pupil's individual needs.

Pupils learn a broad and well-taught programme of personal, social and economic education. This has been designed to support pupils to become active, considerate and reflective citizens in modern Britain. Leaders have also put in place a strong careers programme that meets individual needs well. All pupils receive the guidance they need to make ambitious, well-informed choices about their future lives, including GCSE options and the transition to sixth form or college.

Pupils attend well. They are generally happily engaged in school life. Any incidents of poor behaviour are dealt with quickly and effectively. Nevertheless, some pupils question the fairness with which the new behaviour system is applied. Others know how to report concerns but said that they would, on occasion, not do so. Leaders are currently working on making sure that their new approaches to promoting high standards of behaviour are well understood by pupils and parents.

Leaders and governors work closely with families. During the COVID-19 pandemic, leaders thought carefully about how to support their community. The changes they have put in place are well judged. Staff are supported and held to account. Governors know the school thoroughly. They provide expert challenge and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding team works closely with the pastoral and behaviour teams to identify and meet pupils' needs promptly and effectively. Pupils have access to a range of support on site to meet their pastoral needs. For example, counselling is available for pupils who might need it. Where necessary, leaders make referrals and work with wider agencies to support pupils' welfare. Records of safeguarding concerns are rigorous.

Leaders and staff are well trained in safeguarding. Staff know how to report concerns and do so swiftly.

Pupils feel safe. They know how to make staff aware of any worries they have. Leaders have provided different ways for them to do this to promote a culture of openness.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, teaching does not build in sufficient emphasis to ensuring that pupils remember securely what they have been taught. This affects how well pupils are able to recall previous learning and use it to understand new subject content. Leaders need to ensure that teachers check understanding, so that pupils learn and remember more across the curriculum.
- While leaders' new behaviour policy is working well, sometimes the new approaches are not fully understood by some pupils and parents. Leaders need to continue their work to embed this system with all stakeholders and ensure that all are confident that approaches are applied with fairness.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 102776  |
| <b>Local authority</b>                     | Newham  |
| <b>Inspection number</b>                   | 10255351  |
| <b>Type of school</b>                      | Secondary<br>Comprehensive  |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 11 to 16  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 1596  |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair of governing body</b>             | Simon Mares   |
| <b>Headteacher</b>                         | Andrew Finn   |
| <b>Website</b>                             | <a href="http://www.littleilford.newham.sch.uk/">http://www.littleilford.newham.sch.uk/</a> |
| <b>Date of previous inspection</b>         | 3 and 4 October 2012, under section 5 of the Education Act 2005                             |

## Information about this school

- The school is currently expanding due to local demand. There are ten forms of entry in Years 9 to 11, and twelve forms of entry in Years 7 and 8.
- Since the last inspection, there have been two changes of headteacher, and a number of changes to the senior leadership team.
- Leaders make use of four alternative provisions: three of these are registered schools and one is a specialist service provided by the NHS.
- The school has a resourced provision, which provides additional support for pupils with autism spectrum disorder. Currently, 23 pupils are on roll.
- Careers guidance meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, governors, subject leaders and groups of staff. The lead inspector held a separate telephone call with a representative from the local authority.
- Inspectors carried out deep dives in science, English, geography, art and PE. Each deep dive involved discussing the curriculum with subject leaders, visiting lessons, reviewing pupils' work and speaking with teachers and pupils from the lessons inspectors visited.
- Inspectors also looking at the curriculum and visited lessons in some other subjects, including drama, mathematics, French and history.
- Inspectors visited the resourced provision that provides specialist support for pupils with autism spectrum disorder. This involved meeting with teachers and leaders and visiting lessons.
- Inspectors held meetings with leaders responsible for the school's safeguarding arrangements. They also looked at safeguarding records, including pre-employment checks for staff.
- Inspectors spoke to the staff who lead on behaviour and personal development. They also reviewed a range of documentation in these areas.
- Inspectors spoke to a range of staff about their well-being and workload. They considered staff responses to Ofsted's online survey for staff.
- Inspectors spoke to a range of pupils from different year groups. They considered pupils' responses to the online survey.
- Inspectors considered responses to the online parents' survey.

## Inspection team

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|----------------------------|-------------------------|
| Alice Clay, lead inspector | His Majesty's Inspector |
| Hannah Glossop             | His Majesty's Inspector |
| Polly Haste                | His Majesty's Inspector |
| Fiona Abankwah             | Ofsted Inspector        |
| Katerina Christodoulou     | Ofsted Inspector        |

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