



The Heron Homelink

Wanstead High School

November 2015 **Issue 3**



We are a Good School!

Dear Parents and Carers,

Welcome to a very special edition of the new regular Homelink newsletter. As you know we were inspected by OFSTED at the end of last half term and I delighted to be able to attach the full report for you. The main headlines make for very encouraging reading: We were judged as Good in all the categories – a real shift in standards since the last report of April 2013.

Overall effectiveness Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good

Of course, there is still much to be done. The inspectors gave us a very clear steer on what we need to do in order to improve further. However, it was very pleasing to see that they agreed with

our own evaluation of the school, and that they can see that we have already put in place those actions needed for further improvement.

Please take the time to read the report in full, but in the meantime, here are some key quotes:

Leadership and Management:

"The head teacher and senior staff are uncompromising in their approach to securing improvement including providing staff with high quality training and support. Consequently, teaching has improved. It is now good and it includes significant outstanding practice. Students are making better progress and achieving better results."

Teaching, Learning and Assessment:

"Teachers generally have high expectations and establish a very good working atmosphere in lessons which encourages students to give of their best."

Personal development, behaviour and welfare:

"The importance the school attaches to students' spiritual, moral, social and cultural development is very evident in

the care and concern shown for individual development and welfare. Students are well-supported at all stages of their education. They develop into mature and confident young people who have positive attitudes towards learning and want to do well."

Outcomes:

Students' attainment and progress are improving rapidly. The school's own tracking data, assessment information and the work in students' books, clearly indicate that current students are making good progress overall.

Sixth Form:

"The sixth form has improved since the last inspection and is now good. The leadership team is effective. It has a clear understanding of the strengths and what needs to be done to move from good to outstanding and is taking appropriate action."

Many thanks for your continued support.

Bob Hamlyn
Headteacher.

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Breakfast Club



Following the success of last years 'Breakfast Club', it was reintroduced last term to selected students in Years 7, 8 and 9 . The club is run by Ms Jethwa, assistant Headteacher and is ably assisted by Ms Dipsingh.

The aim of the club is to give students a positive start to the day and to provide 'breakfast whilst learning' opportunities.

Students who attend 'Breakfast Club' receive breakfast and tuition in

Literacy, English, Maths or Science. 'Breakfast Club' is supervised by teaching staff and peer mentors who offer support with homework and organisation skills.

As a school we feel this initiative will support the achievement, progress and wellbeing of our students.

A huge thank you to the Peer Mentors who gave up their free time to assist with the tuition and mentoring.

Jack Petchey Award Winners

The Jack Petchey Foundation is an award scheme which the school belong to. It enables our school to recognise, reward and celebrate the achievements of students who have contributed to the school in a significant way.

Whether this is through overcoming personal adversity,

volunteering to help others or showing great dedication to sport or a subject.

Our congratulations go to the three winners named below.

MONTH	NAME	REASON FOR AWARD
September	Elise Clark	Nominated for being an inspirational ambassador for the school
October	Nye Ford	Nominated for being an outstanding ambassador for the school
November	Saajan Bhatia	Nominated for raising £3,000 for charity

YEAR 11 LAUNCH EVENING



Thursday 22nd of September was our Year 11 Launch Evening. This was an opportunity for parents to meet myself and gain some timely reminders of the choices that need to be made by Year 11 in relation to Post 16 courses and aspirations for university later on. We welcomed Lex Rutterford from Newnham College Cambridge who spoke to parents about aspirations for competitive university courses and why it is important to start research now. I spoke about the tutorial programme which we have in place in Year

11 including the setting of SMART targets during tutorials and the need for students to embrace the interventions that we are now putting in place to support achievement across the curriculum.

I continued the positive dialogue with parents at parents evening on Thursday 12th November and our students will be working hard over the next few weeks as we build towards the trial exams just before the Christmas break.

Tom Edworthy

PERFORMANCE CALENDAR

Tuesday 1st December —
Friday 4th December



**Oliver Production -
Tickets will be available
for £6 on ParentPay.**

**. If you require a
ParentPay account,
please contact the school
office.**

**Wednesday 16th
December**

Winter Concert

Key Stage 3 Awards evenings



On Thursday 15th October, we held the Key Stage 3 Awards Evening. The Awards Evening recognises students for attendance, citizenship, effort and progress and academic achievements during 2014 –2015.

Our Head Boy Finn Middleditch-Smith and our Head Girl Alysha Moodley did a marvellous job presiding over the event as their first official duties in their new roles.

Councillor Weinberg, the Shadow Cabinet Member for Young People presented all the winners with their certificates with the Headteacher, Mr Hamlyn.

Congratulations to all of students who received an award at our Presentation Evenings.

INTER TUTOR GROUP CROSS COUNTRY 2015

The annual key stage 3 inter tutor group races took place on Friday 23rd October 2015 before the midterm break. The event, one of the biggest in the PE department sporting calendar saw our year 10 GCSE and year 12 Btec PE students leading and marshalling the younger runners safely around the course.

This year the event was combined with a sponsorship task of raising money for the schools' adopted charities, Centrepont, Medicins sans Frontiers and Great Ormond Street Hospital which to date has raised £1,268-85 with

money still being collected.

Congratulations go to all our year 7, 8 & 9 students, who started, finished and bettered their finishing positions from last year. Most runners appeared to enjoy and recover from their endeavours with fewer instances of falls, badly paced running tactics or lack of endurance fitness. With a warm up and a 'stretch' done the 'challenge' for all was to get around without stopping [ofsted just peaked too early to observe this 'stretch and challenge' concept]

The year 7 boys races was perhaps the

most exciting event with 3 boys finishing close on the heels of each other [Ro'Shea Wade Morgan, Alex Davey-Hardcastle and Aaron Asare]and looking favourites for the year 7 inter school borough event next March 2016 and TEAM Wanstead.

Special mention must go to our individual winners in each of the 6 races and our staff runners, Mr Scott [1st vet], Mr Sweet [1st senior male], Mr Kyere, Mr Maiden and Mr Kay all finishing high in the field and looking strong for their next event.



YEAR 7 GIRLS			YEAR 7 BOYS		
POS	NAME	TG	POS	NAME	TG
1ST	Tanai Nash	7.2	1ST	Ro'Shea Wade Morgan	7.6
2ND	Clara Evans	7.8	2ND	Alex Davey-Hardcastle	7.6
3RD	Heather Smith	7.4	3RD	Aaron Asare	7.3
YEAR 8 GIRLS			YEAR 8 BOYS		
POS	NAME	TG	POS	NAME	TG
1ST	Jasmine Offiler	8.9	1ST	Makai Fray	8.7
2ND	Manon Evans	8.7	2ND	Stanyslas Mongha-Pene-Adunga	8.4
3RD	Amelia O'Flinn	8.6	3RD	Maxwell Painter	8.9
YEAR 9 GIRLS			YEAR 9 BOYS		
POS	NAME	TG	POS	NAME	TG
1ST	Eloise Manston	9.3	1ST	Zine-Eddine Gaoua	9.6
2ND	Ruby Finch	9.1	2ND	Drew Clark	9.2
3RD	Molly Davisson	9.3	3RD	Levi Paul	9.3

BOYS PE UPDATE 2015

Wanstead High School has had a good start to the Football season this year entering Redbridge and Essex Cup competitions. It is very pleasing to see very enthusiastic Year 7's and as a result a good squad of players has been assembled to compete in these games. Some stand out team performances include the Year 9 Boys first round match against Chafford High School resulting in a 9-6 win for Wanstead. The Year 11's also played a very competitive first round game against Walthamstow Academy but unfortunately lost 4-2. When the season starts again after February half-term Years 7, 9 & 10

will be looking to progress further in the Redbridge District competitions after successfully winning their respective first round games.

A number of students have attended both District and Essex Representative trials and we wish these students the best, hopefully resulting in selection for these teams.

Wanstead High School has recently established a club link with Eton Manor Rugby club to promote Rugby Union within the school and local community. A qualified coach from the club has been attending the school on Wednesdays after school to help promote and develop the skills of any student who would like to experience the game of rugby. Year 11 students have also been assisting with the coaching to develop their understanding which will be used as part of their GCSE assessment.

As part of the link with the club they have kindly agreed and allowed us to use their training pitches and floodlights to allow this club to continue throughout the short winter evenings. This is something that the PE Department is very grateful for and we thank Eton Manor for this.

Eton Manor Rugby Club
The New Wilderness
Nutter Lane
Wanstead
London
E11 2JA



U16 NETBALL

On Tuesday 13th October, Wanstead High School's finest boys and girls cross country runners represented the school at the Redbridge District Borough event in Wanstead Park. The event was a huge success and was attended by pupils from schools across Redbridge.

The Year 7, 8 and 9 girls' team ran first and finished in second place overall. There were many individual successes Jasmine Offiler (2nd place) and Ellie Manston (14th place). The Year 10 and 11 girls' team fought hard against some very strong competition and again finished in second place overall with some outstanding performances by Isabel Mills (2nd place), Ella Henry (3rd place) and Connie Hayes (13th place).

The Year 7, 8 and 9 boys team were crowned Redbridge Borough Cross Country champions with notable performances from Zine-Eddine Gaoua (3rd place), Drew Clark (8th place) and Levi Paul (10th place). The Year 10 and 11 boys followed the success by also being crowned Redbridge Borough Cross Country champions.

Exceptional performances by Joseph Clark and Jake Offiler finishing first and second place respectively, set the platform for the boy's team success.

Congratulations to all pupils who took part in such a positive

Wanstead under 16 netball team have once again qualified for the Regional finals of the English schools netball cup. This is the 4th year running that a Wanstead team has qualified for the regional finals. The team secured their place by winning the Redbridge round of the English schools cup in October. They then competed in the Essex Met round against schools from the Essex met area; the team finished as 'runners up' after being beaten by 1 goal in a very close match against local rivals Bancrofts. This still allowed them to qualify as the top two schools from the Essex Met area to go through to the regional round.

The next round will be played on 24th January at the Redbridge centre.

Staffing news

We have some key new staff starting in January 2016:

Loren Razaque will be joining us as Director of Science, supporting the new Head of Science, Monica Nejad.

Eleni Bray will be taking up the post of Head of Sixth Form. She is currently Head of Social Sciences here at Wanstead High School.

Ferdousi Mannan will be Head of RP & PSCE.

Sean Jeffrey will be Key Stage 4 co-ordinator for Maths.

We will all be excited to them joining Wanstead High.

PARENTPAY ACCOUNTS

As you will be aware, we operate a Cashless Catering system at Wanstead High which uses the payment system Parentpay as a means of depositing funds onto your child's lunchtime dinner

money account. Wanstead is now expanding the use of Parentpay to accommodate school trips, school events, music lessons and as means of communicating quickly, efficiently and securely with parents about upcoming school news & events. We would appreciate it therefore if you could take to the time to sign up to this service even if you don't intend on using the school's cashless catering facilities.

ParentPay offers the freedom to make payments whenever you like, safe in the knowledge that the technology used is of the highest internet security available. You will have a secure online account, activated using a unique set of codes. When you first log in you will be prompted to change these and create your own secure user name and password for future logins. If you have two or more children at the school, you can merge their accounts once logged in.

You spoke, we listened: fizzy drinks

A number of parents have contacted the school to raise the issue of the canteen selling fizzy drinks, in particular Radnor Fizz. Whilst this drink does in fact meet government guidelines on what can be sold in school, I do agree that the sale of these drinks, particularly at the price it was being sold at, is not appropriate. Therefore we have

asked Harrison's, our catering contractors, to no longer stock Radnor Fizz. By the time this newsletter reaches you all stock should have been run down completely. Students will still be able to buy drinks, but not this particular brand.

TERM AND OTHER IMPORTANT DATES 2015 - 2016

Autumn Term 2015

Term Monday 2nd November – Friday 18th December

INSET Day: Friday 27th November 2015

School is closed to staff and students

Early Closure: Friday 18th December 2015 (half day)

Christmas Break: *Monday 21st December - Friday 1st January 2016*

Start of Spring Term: Monday 4th January 2016

Wanstead High School

Redbridge Lane West, Wanstead E11 2JZ

Inspection dates

21–22 October 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and leadership team have high expectations and are bringing about rapid and sustained improvement.
- The governing body challenges and supports the school well so that it continues to improve.
- Pupils' GCSE results are above average and pupils make good progress, including in English and mathematics.
- Teaching is improving and is now good. Teachers make good use of assessment to plan work which interests pupils and helps them to learn well.
- Different groups of pupils, such as those with special educational needs or those entitled to support from additional funding, make progress at a similar rate to other pupils.
- The sixth form is now good and pupils achieve the results they need for the next stage of their education or training.
- Leaders check teaching very carefully and make sure that staff have good training to help them improve their skills.
- Pupils attend regularly and respond with enthusiasm to activities which support their learning and personal development.
- Pupils behave well in lessons and around school. They show respect for each other and adults.
- The curriculum gives pupils a wide range of experiences, which encourage them to aim high. There are particular strengths in the arts.
- Pupils say that they feel safe and know how to stay safe. Pupils and parents do not think bullying is an issue.
- The school strongly promotes pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Sometimes the match of work to pupils' needs is not accurate enough and not enough notice is taken of pupils' misconceptions. Occasionally, work is too easy for the most able or too difficult for lower attainers.
- Sometimes pupils do not take enough notice of the feedback on their work.
- There is too much variation in the quality of the presentation of work.
- In the sixth form, results at AS level are not as good as results at A2, particularly in science.

Full report

What does the school need to do to improve further?

- Use the outstanding practice in the school to raise teaching to the level of the best by ensuring:
 - work is matched more accurately to the different needs of pupils to enable them to make more rapid progress
 - teachers use questioning and feedback more consistently to deal with pupils' misconceptions
 - pupils use the feedback that teachers provide
 - expectations for the presentation of work are consistently higher.
- Ensure greater consistency in outcomes across subjects in the sixth form by raising expectations for what pupils can achieve, particularly in science, to the level of the most successful subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The school has improved considerably since the previous inspection and the rate of improvement has increased rapidly since the new leadership team was established. They are ambitious for the school and determined to see that it improves further.
- The headteacher and senior staff are uncompromising in their approach to securing improvement, including providing staff with high- quality training and support. Consequently, teaching has improved. It is now good and it includes significant outstanding practice. Pupils are making better progress and achieving better results.
- Leaders and governors have a precise and accurate view of what the school is doing well and where weaknesses still remain. They have taken difficult decisions to ensure that the school improves rapidly and that weaknesses are overcome.
- Checks on the quality of teaching and learning across the school are systematic and effective. Leaders and managers at all levels use their analysis of information about pupils' progress to address any areas of concern. They know, for example, that they need to do more to improve the matching of work to pupils' needs.
- Well-targeted use of the pupil premium funding ensures that disadvantaged pupils are strongly supported, with the result that the gap between their achievement and that of others is closing rapidly.
- Staff performance is managed effectively. Teachers' targets and professional development are linked to the school's action plan and to expectations for progress. The school links teachers' pay progression and promotion closely to successful performance.
- The curriculum enables pupils to achieve the qualifications they need to move on to the next stage of education, training or employment. Pupils have good opportunities to practise their basic skills in different subjects. The curriculum is kept under review to ensure that it continues to meet pupils' needs, and the impact of this can be seen, for example, in the improvement to the sixth form.
- Pupils have the opportunity to take part in extra-curricular clubs over the year, which enhance their learning and their personal development. These include art, drama, dance, film club, choirs, a range of music groups and sports clubs. They have good opportunities to work with groups in the community and extensive links with schools overseas also help widen pupils' understanding of the modern world and their role in society.
- The school's promotion of pupils' spiritual, moral, social and cultural development is strong. Pupils are consulted and their views are valued. Many have an opportunity to play an active part in the life of the school. The school's inclusive approach fosters respect and excellent relationships between adults and pupils.
- Relationships with parents are good. The response to 'Parent View', Ofsted's online survey of parental opinion, was positive overall, with parents being particularly positive about the quality of care and attention to the safety of their children. Most parents also felt that their children are taught successfully and make good progress. A few had concerns about provision for pupils needing support because of their special educational needs. The school is working hard to explain how the recent changes to the law relating to special educational needs have affected what the school does.
- The school has benefited from appropriate support from the local authority and from the Seven Kings School Alliance.
- **The governance of the school:**
 - The governing body is effective in holding the school to account and improving appropriate support. Governors bring a range of experience and skills to their role. They know the school well and understand its strengths and weaknesses and know what is being done to improve the school still further.
 - Governors understand the analyses of pupils' performance data. They use the information to check on pupils' behaviour, attendance and achievement and ask pertinent questions of senior leaders. Governors regularly receive feedback on the quality of teaching. They understand the link between teaching performance and pay. They have a clear expectation that good teaching is a non-negotiable element of pay increases and promotions.
- The arrangements for safeguarding are effective. Systems are clear and regularly reviewed; all staff have received appropriate training and are aware of their responsibilities.

Quality of teaching, learning and assessment is good

- Teachers generally have high expectations and establish a very good working atmosphere in lessons which encourages pupils to give of their best.
- Teachers' strong subject knowledge underpins good planning of work. This enables them to provide interesting activities, which engage pupils and motivate them to want to do well. For example, in a Year 13 German lesson, work on highly topical issues relating to immigration in Germany was helping pupils to expand their knowledge of the language and their understanding of modern German society.
- Across the school, most teaching builds systematically on what pupils have already achieved and the work challenges pupils to do even better, as, for example, in a Year 9 mathematics lesson where the most-able pupils were working on a difficult GCSE question. Where teaching is less effective, assessment information is not always used successfully and the match of work to pupils' needs is not as accurate. Occasionally, work is too easy for the most able or too difficult for lower attainers.
- Teachers question pupils carefully to check their understanding. This generally enables them to adjust their teaching to take account of the responses and to encourage pupils to develop their ideas in some depth. Occasionally, questioning and subsequent feedback are not used effectively enough to deal with pupils' misconceptions.
- Teachers give pupils many opportunities to use and improve their literacy skills. As a result, pupils are articulate and are confident readers who learn to write well.
- Teachers and teaching assistants work well together to ensure that pupils with special educational needs are identified, and appropriate support is put in place. Teaching assistants know their pupils well and are able to use their initiative in class to support individuals and groups.
- The introduction of the school marking policy has had a positive impact on pupils' achievement. Pupils receive regular feedback on how well they are doing and are set realistic but challenging targets for improvement.
- Most pupils respond well to the feedback. They know their targets and try hard to improve their work but this is not yet consistent in all classes. There is also too much variation in what teachers consider acceptable in terms of the presentation of work.
- Regular homework reinforces what pupils learn in class, however some parents felt that homework was not used well to support learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils and staff are proud of the school and what it offers.
- The importance the school attaches to pupils' spiritual, moral, social and cultural development is very evident in the care and concern shown for individual development and welfare. Pupils are well-supported at all stages of their education. They develop into mature and confident young people who have positive attitudes towards learning and want to do well.
- Most pupils respond very well to the advice and guidance they are given but some do not take enough notice of feedback on the quality of their work and do not take enough pride in presentation.
- A high proportion of pupils take part in a wide range of sporting, musical, dramatic and artistic activities, which successfully promote their physical and emotional well-being.
- Good careers advice and guidance help pupils to make informed and sensible choices about their future study and employment.
- The promotion of British values of tolerance, respect for the rule of law and democracy are integral to the school's ethos and are reflected in the many opportunities for pupils to show a sense of responsibility. For example, older pupils assist at the breakfast club, which gives the pupils who attend a calm and constructive start to their day.
- Pupils are very positive that the diversity of the school is an asset. They show a high degree of tolerance and understanding of others and respect for their beliefs and values.
- Pupils understand that discrimination and bullying can take many different forms, including cyber- and homophobic bullying. Pupils believe that any bullying in school would be dealt with quickly. They feel safe in school and the work they do in school on a range of health and social issues helps them to keep safe outside school.

Behaviour

- The behaviour of pupils is good.
- The school is an orderly and purposeful community where pupils know what is expected of them and respond well to the expectations for behaviour and attitudes.
- Pupils behave well around the school and in lessons, though, occasionally, when the work they are asked to do is not well-matched to their needs, there can be some low-level disruption.
- The school is rigorous in its approach to managing attendance, and staff follow up on absence very quickly. As a result, attendance has improved at all stages in the school. It is now above the national average and persistent absence has dropped. This is having a positive impact on achievement.

Outcomes for pupils

are good

- Pupils' attainment and progress are improving rapidly. The school's own tracking data, assessment information and the work in pupils' books clearly indicate that current pupils are making good progress overall.
- In Key Stage 3, the rate of progress increases from Year 7 to Year 9. Progress is good across the different subjects but particularly good in English, history and art. The most-able pupils and the lowest attaining pupils are mostly challenged appropriately and make good progress. Occasionally, the match of work is not as accurate, which affects the rate of progress.
- There is relatively little difference between different groups of pupils in terms of results and progress. Where a difference is identified, for example boys tend to do better than girls in mathematics but less well in English, staff are taking effective action to remedy this.
- The gap between disadvantaged pupils and other pupils is closing rapidly across the school and at GCSE. There is now virtually no difference in the sixth form.
- Pupils who have English as an additional language make good progress and often perform better than other pupils. This is particularly so for pupils of Pakistani origin.
- Pupils with disabilities or special educational needs make good progress from their starting points. Their individual needs are identified and they are given appropriate support to help them achieve well.
- In 2014, GCSE results were better than the national results in terms of the proportion of pupils achieving 5 or more A* to C results including English and mathematics and more pupils made better than expected progress than did so nationally.
- In 2015, results showed further improvement both in the results and in the rate of progress. The proportion of A* and A grades achieved by the most-able pupils also improved.
- The proportion of pupils achieving the English Baccalaureate (Ebacc) is above the national average. (The Ebacc requires pupils to achieve an A* to C grade in five subjects: English, mathematics, science, history or geography and a modern foreign language.)
- In the sixth form, pupils are making better progress overall, and results are improving. Rate of progress increases in Year 13 and A Level results are better than the AS results, particularly in science subjects.
- Results at all levels prepare pupils well for the next stage of their education or future employment.

16 to 19 study programmes

are good

- The sixth form has improved since the last inspection and is now good. The leadership team is effective. It has a clear understanding of the strengths and what needs to be done to move from good to outstanding and is taking appropriate action.
- Progress and outcomes improve as pupils move through the sixth form. The progress of current pupils, though good overall, suggests that the variation between different subjects has been reduced but not eliminated. At AS level in particular, progress in science subjects is not as good as it is in other subjects.
- In 2014, the results in the second year of the A level course (A2) were in line with national results overall, and pupils made at least the expected progress. In some subjects, such as history, sociology, music technology and dance, they made better-than-expected progress.
- Results in 2015 improved further, and a higher proportion of pupils achieved A*, A and B grades, which indicates good progress, particularly for the most-able pupils.
- Teaching is good. In most subjects pupils receive regular and detailed feedback on their progress. Sometimes, though, the teaching does not challenge pupils sufficiently, and the level of expectation is not high enough, particularly in AS level science subjects.
- Relationships between teachers and pupils are excellent. This encourages pupils to behave well and have very positive attitudes to learning. Pupils receive good individual support, and the school has worked hard with pupils to improve their attendance. This has had a positive impact on achievement as pupils have become more committed to their studies.
- Most pupils successfully complete study programmes that match their abilities and interests. Their progress against their targets is regularly reviewed and reported to parents. Disadvantaged pupils achieve more highly than disadvantaged pupils nationally due to the high levels of support they receive. There is no difference between their achievement and that of other pupils.
- The range of sixth form study programmes matches pupils' academic needs, and the wide range of enrichment and extra-curricular activities promotes good personal development. Very few pupils fail to complete their sixth form courses. A Level pupils have the opportunity to retake GCSE mathematics and English if they need to, which helps more of them to move on to the careers of their choice. Pupils following a one-year course in media or ICT have a good foundation for further study or employment.
- High-quality careers guidance and good work-related learning help pupils to make good choices about their future education, training or employment, and almost all pupils stay in education or go into employment. Around three quarters move on to higher education and they are encouraged to be ambitious in their choice of university and course.

School details

Unique reference number	102851
Local authority	Redbridge
Inspection number	10005765
This inspection was carried out under section 5 of the Education Act 2005.	
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1512
Of which, number on roll in 16 to 19 study programmes	347
Appropriate authority	the governing body
Chair	David Thorogood
Headteacher	Bob Hamlyn
Telephone number	02089892791
Website	www.wansteadhigh.co.uk
Email address	whs@wansteadhigh.co.uk
Date of previous inspection	25–26 April 2013

Information about this school

- Wanstead is a much larger than average secondary school with a large sixth form.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to looked after children and those pupils known to be eligible for free school meals.
- The school does not use any alternative provision.
- It is a very diverse community with about two thirds of the pupils coming from black and minority ethnic backgrounds. Over a third of pupils have English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of staff changes since the previous inspection, including the appointment of a new headteacher in April 2015.
- The school is part of the Seven Kings School Alliance.

Information about this inspection

- The inspectors observed pupils' learning in 49 lessons, six of which were observed jointly with the headteacher or other senior staff. In addition, the inspectors made some short visits to observe learning at other times.
- Discussions were held with pupils in each key stage, staff, a representative from the local authority and members of the governing body.
- The inspectors took account of the views of 108 parents and carers who responded to the online questionnaire, Parent View.
- The inspectors reviewed at a number of documents, including: examples of pupils' work; information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation; records of governing body meetings
- The inspectors analysed responses to an inspection questionnaire from 68 members of staff.

Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
Jeffrey Quaye	Ofsted Inspector
Amy Jackson	Ofsted Inspector
Claire Majumder	Ofsted Inspector
Avtar Sherri	Ofsted Inspector

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