

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



26 June 2025

Carla Kenny
Headteacher
Lammas School
150 Seymour Road
Leyton
London
E10 7LX

Dear Ms Kenny

Monitoring inspection of a school not in a category of concern of Lammas School

This letter sets out the findings from the monitoring inspection that took place on 22 May 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, the chief executive officer (CEO) of the trust, other staff, trustees and governors the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I met with curriculum leaders for mathematics, modern foreign languages, English and creative arts and visited lessons. I also met with other staff and pupils and met with parent representatives. I reviewed the school's self-evaluation and other documents related to school improvement and governance. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

Main findings

Since the last inspection in September 2023, there have been changes to the leadership of the school. You were appointed as headteacher in October 2023, having been the head of school previously. You work collaboratively with the new head of school to secure improvements for pupils. You have developed and expanded the middle leadership team with the support of the trust. In addition, investment from the trust has helped you to recruit more staff. This has built your leadership and staffing capacity across the school.

The number of pupils at the school has decreased since the last inspection. This is partly due to the decision taken by the trust to close the sixth form. You have ensured that the remaining students are supported in their studies and wider development. This has enabled many students to secure places in higher education and training. You continue to welcome pupils who are new to the country. These pupils are given extensive support when they arrive to help them settle into the school and to learn English.

You and your team continue to refine the curriculum. The important knowledge that pupils must learn is clearly set out. This is helping staff to deliver the curriculum more effectively. You have introduced greater structure in lessons through your 'smart start' and lesson framework. You are seeing more consistency in how staff use questioning and give feedback. Further work is needed to ensure that the checks that teachers make, including as part of recall tasks, are precisely focused on what pupils have already learnt.

You have taken decisive steps, with additional resource from the trust, to fill gaps in pupils' knowledge. You are providing academic support to those pupils who need it the most. This is helping them to catch up so they can access the full curriculum. You have made improvements to the reading programme across the school and this is having a positive impact. These changes have been delivered at pace but are nonetheless working well in many areas of the school. The school's current published outcomes do not fully reflect the improvements that have been made. You are aware that the school must continue to maintain this focus so that gaps in pupils learning are identified and addressed.

The school, supported by the trust, has moved forward with determination and vigour to address the areas for improvement identified at the last inspection. The quality assurance processes and systems you have put in place are rigorous and systematic. You continue to review the systems to ensure they are working as intended. The improvement board meet regularly to evaluate the impact of the school's work in improving outcomes for pupils in Key stages 4 and 5. Staff at all levels comment on the effective use of data to inform actions. This has sharpened the focus of your work and is having a positive impact on many areas of improvement, including attendance.

You and your team have ensured that the behaviour policy is implemented consistently. As a result, pupils are clear about the school's expectations of them. Younger pupils say they feel safe at school and that staff are kind and supportive. Behaviour in lessons is overwhelmingly positive. Corridors and communal spaces are calm. Pupils speak highly of

their teachers. You have ensured there are regular opportunities to celebrate pupils' achievements. You consult regularly with pupils about their experience of school which they welcome. Pupils report that they value their education and want to do their best.

You continue to prioritise pupils' wider development. You have expanded your enrichment offer so that pupils have access to a wide range of cultural experiences, including trips and visits from experts in their field. You are taking steps to actively challenge stereotypes, including encouraging girls into STEM and improving girls' participation in sport. Pupils are thriving through the many opportunities you provide for leadership. The work of your 'Community Leaders' is helping to establish stronger relationships with your wider community and share the positive work you are doing. Pupils have many and varied opportunities to take part in festivals and competitions. The school are rightly proud of their sporting achievements.

You and your team actively invite and welcome external feedback and challenge. You have scheduled regular reviews and use these to check that the improvements you are making are in line with your ambitions. Where there is feedback, you respond positively. This is helping to maintain focus on the right areas. Staff are positive about the professional development opportunities provided by external partners.

I am copying this letter to the chair of the board of trustees and the CEO of the Griffin multi-academy trust, the Department for Education's regional director and the director of children's services for Waltham Forest. This letter will be published on the Ofsted reports website.

Yours sincerely

Polly Haste
His Majesty's Inspector