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Mr Ian Storey
Principal
Stockley Academy
Park View Road
Yewsley
Hillingdon
UB8 3GA

Dear Mr Storey

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Stockley Academy**

Thank you for the help which you and your staff gave when I inspected your academy with Hugh Betterton, additional inspector, on 13 December 2011 and for the information which you provided during the inspection. Please pass on our thanks to the students who made us feel very welcome and spoke to us about their studies and the academy.

As a result of the inspection on 28 April 2010, the academy was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the academy has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement. The effectiveness of the academy in improving pupils' behaviour is also satisfactory.

Academy leaders have worked hard to raise expectations and aspirations of students and in the wider community. The Principal has ensured an effective strategy of establishing firm foundations for learning and behaviour. The impact of this is now bringing increasing success. There has been a significant increase in attainment of students. Students achieved above the national average for five or more GCSEs at grade A* to C in 2011. Although attainment in English and in Mathematics is below the national average, a firm trend of improvement has been established. The average attainment of students on entry to the academy is below the national average. Students make increasing rates of progress. This is building confidence of students and establishing a growing ethos of success in the academy.



Behaviour of students in lessons generally supports their learning. The approach of some students observed in lessons demonstrated their outstanding attitudes and conscientious work ethic. The academy is tracking student progress with increased accuracy and precision and so is able to target the specific support required for individuals. This is ensuring that literacy and numeracy skills are appropriately supported. This, in turn, is ensuring greater access to learning and enjoyment of school. The academy has now a critical mass of students that are positive role models. The increased individual opportunities and variety in the curriculum has enabled student to see increased relevance to their learning. The academy monitors behaviour and incidents carefully and their effective monitoring shows a significant reduction in exclusions and incidents in the academy. This has ensured that teachers are now able to focus on the learning as students readily engage in the wide range of opportunities available.

There is a strong group of leaders that are developing teaching and learning well. The very strong leadership of the Principal is motivating and supporting the academy team. This has ensured that there is increasingly distributed leadership and clear accountability at all levels. The senior leaders know the students and staff very well and have a clear understanding of the academy's strengths and a well-focussed set of priorities. The curriculum has been developed to give more personalised opportunities and allow the higher attaining students early access to examinations. Middle leadership is evolving quickly and effectively and is having an increasing impact on developing the teaching and learning in subject areas and across the academy. Leaders monitor learning effectively through observations and progress tracking and support teachers to accelerate students' progress. The academy has brought about significant improvements in the quality of teaching and learning already but is not complacent about the work that is still to be done. During lesson observations, relationships between teachers and students were very positive. Excellent questioning and continuous assessment of learning contributed significantly to the good progress some students make. When teachers talked too much and learning tasks did not challenge students enough, progress was slower. In these lessons although students engaged in the tasks they were given, opportunities were missed to extend and deepen learning and to allow more independent learning. When the opportunities were made available to work more independently, students embraced this, the rate of progress increased and the opportunities to discuss learning and assess progress were abundant.

The academy has specialist status in science and technology. This is having an increasingly positive impact across the academy. Attainment in science is increasing and the number of students achieving awards at GCSE in triple science is rising. The academy is developing post-16 opportunities and the specialist areas are contributing to this. There are focussed activities that are increasing students' awareness of careers and understanding of these specialist areas. The academy has

established partnerships with the Specialist Schools and Academies Trust and gains a range of effective support from this to help in its development.

I hope that you have found the inspection helpful in promoting improvement in your academy. This letter will be posted on the Ofsted website.

Yours sincerely

Paul Scott
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in April 2010

- Raise standards and accelerate students' progress by ensuring that teaching is consistently good so that lessons:
 - meet the wide range of needs, even in classes grouped by ability
 - provide students with appropriate challenge
 - are designed to engage students actively in the tasks, either individually or in groups
 - consistently encouraging students to take more responsibility for their learning and improve their independent learning skills
 - ensuring students receive consistent high quality marking and feedback so that they know not only what their targets are but also what they have to do in order to improve their work.