

# Evelyn Grace Academy

## Inspection report

---

<b>Unique Reference Number</b>	135389
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	363000
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Robert Ellis HMI

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

---

<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	
<b>Number of pupils on the school roll</b>	497
Of which, number on roll in the sixth form	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lucy Heller
<b>Headteacher</b>	Peter Walker
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	255 Shakespeare Road Lambeth, London SE24 0QN
<b>Telephone number</b>	020 7737 9520
<b>Fax number</b>	020 7737 9525
<b>Email address</b>	info@evelyngraceacademy.org

---

<b>Age group</b>	11–18
<b>Inspection dates</b>	9–10 February 2011
<b>Inspection number</b>	363000

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. They observed 34 lessons taught by 31 teachers, and held discussions with groups of students, staff, joint chairs of the parent forum, and the Chair of the Governing Body. Inspectors observed the academy's work, and looked at development plans, curriculum plans, the academy's tracking data showing students' progress and attainment, teachers' lesson plans and students' work. In addition, they analysed the questionnaire responses of 177 parents and carers and 99 students, and took their views into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Teachers' use of use of assessment to support learning and match tasks and activities to the needs and interests of the different groups of students.
- The accuracy of self-evaluation and the extent to which leaders and managers at all levels accurately monitor and evaluate the impact of initiatives intended to raise attainment.
- The extent to which the curriculum meets the precise needs of all the students and takes full account of their interests and aspirations.

## Information about the school

The Evelyn Grace Academy opened in September 2008 as a new school that was located in temporary accommodation, and was on two sites in 2009/10. It moved to purpose-built accommodation on the current site in September 2010. It currently caters for students in Years 7 to 9. The academy is one of a group of educational institutions sponsored by the ARK foundation. The academy is a diverse community, which encompasses a wide range of different nationalities and cultures. Around two thirds of students are from Black African or Black Caribbean heritages. Around one in five students speaks English as an additional language. The proportion of students who have special educational needs and/or disabilities is above average. The majority of these students have moderate learning difficulties or behavioural, emotional and social difficulties. Around half the students are known to be eligible for free school meals and there are more boys than girls. The academy is currently organised as two small schools, each with their own headteacher and team of staff. There is a compulsory longer school day that runs from 8.30am to 5.00pm four days a week.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The academy has a strong identity and aims to demonstrate that the highest expectations can be set and the highest standards achieved by all young people regardless of background or circumstance.

Those responsible for leading and managing the academy have been successful in establishing a calm and orderly environment where learning can take place. As a result most students enjoy attending the academy and feel safe and well cared for. The majority of students make at least satisfactory progress in their learning. Students who have special educational needs and/or disabilities are able to make similar progress to that of their classmates because of the extra help they receive. Attainment is broadly average, but weaker in English than in mathematics and science.

Students have an excellent understanding of the need to adopt healthy lifestyles, know about how to keep safe, and take regular exercise. They respond positively to opportunities to contribute to the school and the wider community. Their behaviour is satisfactory, but they are not given enough responsibility for managing their own behaviour and do not develop sufficient independence.

Teaching is satisfactory. Teachers follow the academy's teaching and learning policy carefully and lessons are tightly structured and learning objectives are clear. Teachers do not always make effective use of assessment information to support learning by adjusting lesson planning in line with students' differing ability levels and prior attainment. Marking of students' work is also variable and does not sufficiently aid improvement.

The curriculum meets the needs of most students but it has not yet been sufficiently well adapted to ensure that all students develop the literacy and information and communication technology (ICT) skills and knowledge that will help them in the next steps in their education and development.

Students are kept safe, and receive high quality pastoral care and good advice and support. Equality of opportunity is promoted well and students are valued regardless of their background or ability. There is strong focus on raising aspirations and developing leadership skills throughout the work of the academy.

The governing body is effective in challenging and supporting the academy to improve. It has successfully guided the academy through the first phases of its development.

Senior leaders have an ambitious vision for the academy and its students. However, leaders and managers at all levels, including the governing body, have not been fully effective in evaluating the academy's performance and using the results to improve teaching and learning.

**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

Relationships with parents and carers are generally satisfactory, but a significant proportion do not feel that their views and concerns are listened to. They would also like the academy to do more to enable them to support their children's learning.

The impact of the actions taken to improve provision, for example establishing the small schools and providing effective pastoral care, reflects the academy's satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Build on improvements to teaching in order to raise standards, particularly in literacy, by:
  - embedding the use of assessment information to ensure that all groups of pupils are consistently and realistically challenged and enabled to make good progress
  - eradicating inconsistencies in teachers' marking and feedback to students
  - providing better opportunities for students to be independent.
- Develop leadership and management at all levels by:
  - ensuring that monitoring is accurate, rigorous and systematic, particularly in relation to teaching and learning
  - using monitoring and evaluation information more effectively to inform self-evaluation and improvement planning
  - working more closely with parents and carers to improve the extent to which they can support students' learning.
- Build on improvements to the curriculum to ensure that all students, regardless of their ability or starting points, are able to develop the skills, knowledge and understanding necessary for the next steps in their education.

## Outcomes for individuals and groups of pupils

**3**

Students join the academy with attainment that is generally below average. The academy has ambitious targets for its students and by the time they reach the end of Year 9 all students are expected to achieve Level 5 in English, science and mathematics. The school's tracking data and inspectors' observations of students' work in lessons show that a majority of students are on track to achieve these challenging targets which is good progress. A small but significant minority across the academy are making inadequate progress in English and a similar proportion of students in Year 9 are underperforming and are not on track to achieve their targets. Progress overall therefore is satisfactory.

Students who have additional needs are supported well and they make satisfactory and sometimes good progress. Behaviour in classrooms and around the academy is generally satisfactory but close supervision by adults throughout the day does not enable students to set consistent standards for themselves or take responsibility for managing their own behaviour. A small minority of students find it difficult to comply with the academy's very high expectations of how students should behave in lessons and inspectors observed that this sometimes impacts negatively on their learning and the learning of others. The

**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

number of fixed-term exclusions is high relative to secondary schools nationally but the number of incidents resulting in exclusion has begun to reduce, partly as a consequence of changes to leadership and management in one of the small schools and the opening of a learning support unit which helps students who are at risk of exclusion.

The academy has worked hard to support and challenge students who have previously not attended as well as they might, and attendance and punctuality are good. Most students say that they feel safe but 15 of the 100 students who responded to the inspection questionnaire felt that, despite the close attention that they receive as part of the small schools approach, adults were not interested in them and did not take sufficient account of the views and opinions. Students have increasing opportunities to contribute to their own and the wider community, including serving on the academy council and being involved in student interview panels for the appointment of new staff. Students understand very clearly the importance of adopting healthy lifestyles. The academy gives a high priority to providing students with opportunities to develop the skills and personal qualities needed to equip them for the next stage in their education and to prepare them to become the leaders of tomorrow. Students respond positively to these opportunities and a large majority are able to apply their skills satisfactorily. The extended day provides excellent opportunities for all students to participate regularly in physical exercise and many students say that they really enjoy these opportunities, which include team sports, martial arts and dance.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**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

## How effective is the provision?

Although teaching is satisfactory, it is not consistently strong enough to ensure that all students make rapid progress. Teachers are provided with good information about students' prior attainment and particular needs. Some teachers use this information to plan lessons that take account of students' different abilities and interests, but too often the needs of some groups of students are not met precisely enough to enable them to make the progress of which they are capable. Planning does not build consistently on what students already know and can do, and some teachers miss ongoing opportunities to assess students' progress in order to identify gaps in their learning and modify their plans accordingly.

In stronger lessons, students are given opportunities to evaluate their own performance or the work of others. However, the majority of lessons are too teacher-led and pupils do not have sufficient opportunities to develop independence. In the best lessons, good use is made of students working with partners to help practise their speaking and listening skills and develop a clearer understanding of the work they are completing. Some examples of helpful marking were seen that enabled students to make good progress, but the quality of marking is too variable and does not consistently provide students with sufficient guidance to enable them to improve or develop their work.

The curriculum is being developed so that it meets the needs of all students. The Key Stage 3 curriculum uses the extended day to provide more time for English and mathematics than is typical in most schools, and all students have three hours of music each week. There is an emphasis on developing students' literacy skills, particularly for students who are in the lower ability sets. However, the current arrangements have not been particularly effective in accelerating students' progress. Some students find the longer day very demanding and senior leaders have revised and adapted the curriculum in order to address this issue. Appropriate plans are in place for the Key Stage 4 curriculum, which is intended to provide appropriate pathways to ensure all students, regardless of their ability or starting points, can develop their skills, knowledge and understanding and make the progress of which they are capable. The academy is also aware that students do not yet have enough opportunities to use ICT to support their learning and increase their skills in ICT.

The small schools approach ensures that all students are known well and able to receive high levels of support, care and guidance. Learning team leaders meet with their students regularly during the academy day, including having lunch together, and this creates a family atmosphere. There are good induction arrangements for students who are new to the academy and good use is made of range of other professionals and organisations to aid students' personal development. The academy makes it a priority to support students from different backgrounds, particularly those who are experiencing challenging circumstances in their home lives, so that they make progress in their learning and develop high aspirations. The academy can cite examples of where links with partners have been used to help particular students overcome significant barriers to learning. For example, one student was helped to overcome low self-esteem so that he was able to contribute confidently in whole-class activities.

**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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders have a clear vision for the academy and they have managed the move to a single site well. They have high expectations of staff and pupils and they have set ambitious targets. However, systems and procedures used to monitor the work of the academy, particularly in relation to the quality of teaching and learning, have not provided consistent and accurate information. Self-evaluation of the academy's effectiveness, based on analysis of this information, is consequently overgenerous.

The principal, small school headteachers and their teams are very visible and frequently visit classrooms to offer encouragement, support and challenge. This generally has a positive impact on students' attitudes and behaviour, although some students expressed the view that they find it distracting.

The governing body is very influential in determining the direction and ethos of the academy. There is a clear strategic plan to guide the academy through the different stages of its development. Statutory responsibilities are met and arrangements for safeguarding students are good. For example, all parents and carers complete a safe routes home form which indicates how their child will get home at the end of the extended academy day. Governors challenge the academy and show determination in supporting it to achieve the best outcomes for students. While their evaluation of the academy's performance is generous, it is evident that governance overall is good.

Daily routines and management of students contribute to an environment where opportunities to discriminate against or bully others are limited. The academy has worked hard to eliminate any differences in outcomes for different groups and gaps between the different groups have closed.

Parents and carers receive a considerable amount of regular information from the academy, including a weekly tracking sheet, and a parents' forum has recently been established to engage them more with the life of the academy. One in four of the parents and carers who responded to the inspection questionnaire, however, felt that the academy did not take sufficient account of their views and concerns.

There are productive partnerships with local primary schools and other partners, including the local police, social services and Kids Company. The ARK network supports provision for music, including instrumental tuition, and music is a growing strength within the academy. The academy knows its students well and promotes equal opportunities so that there are no significant differences in the performance of the different groups that make up the academy population. Promoting community cohesion is central to the work of the academy. Most of the impact of work in this area can be seen within the academy and the

**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

local community and the academy is growing in popularity with the local community. It is increasingly reaching out to develop partnerships at national and international level. For example, staff visits to Charter Schools in America.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The proportion of inspection questionnaires returned to the inspection team was much higher than is typical for academy inspections. The large majority of parents and carers who responded to the inspection questionnaire were happy with their child's experiences at the academy. Most responses fell within the normal range. However, in two areas the responses were significantly less positive than is usual. A small minority of parents and carers felt that the academy does not take sufficient account of their suggestions and concerns. Similarly a small minority responded that their child's particular needs are not

**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

met. A very few also wrote comments on the questionnaires that expressed the view that as the academy had grown it has lost the close contact that it had with parents and carers of students in the first year. Inspectors explored these areas and judged that although the academy meets students' needs adequately, it is not doing enough to improve communication and engagement with parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Evelyn Grace Academy 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 177 completed questionnaires by the end of the on-site inspection. In total, there are 497 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	24	104	59	21	12	7	4
The school keeps my child safe	87	49	72	41	11	6	2	1
My school informs me about my child's progress	87	49	75	42	10	6	2	1
My child is making enough progress at this school	62	35	89	50	21	12	4	2
The teaching is good at this school	62	35	88	50	19	11	0	0
The school helps me to support my child's learning	58	33	80	45	32	18	1	1
The school helps my child to have a healthy lifestyle	64	36	92	52	14	8	4	2
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)	65	37	78	44	11	6	1	1
The school meets my child's particular needs	51	29	75	42	26	15	9	5
The school deals effectively with unacceptable behaviour	78	44	67	38	19	11	11	6
The school takes account of my suggestions and concerns	31	18	89	50	37	21	8	5
The school is led and managed effectively	58	33	81	46	16	9	9	5
Overall, I am happy with my child's experience at this school	72	41	66	37	26	15	7	4

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2011

Dear Students

**Inspection of Evelyn Grace Academy, Brixton, SE24 0QN**

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to complete the inspection questionnaire or to talk to us about your experiences at the academy.

Most of you told us that you enjoy learning and feel safe and well cared for. We saw that you get on well together and that you are becoming increasingly involved in your community and are prepared to take responsibility. You have an excellent understanding of how to keep safe and healthy. We were pleased to see that most of you attend regularly and really enjoy the good opportunities that you have for sport and other physical activities.

We judged the academy to be satisfactory, and these are the key things that we would like it to do to improve.

Make sure that the work and activities that teachers give you are always set at just the right level, so you can all make good progress in your learning, and that they give you good advice on how you can improve your work.

Improve the way learning is organised, so that it is more interesting and gives you all the skills you need for the next steps in your education.

Ensure that the adults who have special responsibilities know how well the academy is doing and use the information to plan further improvements.

I am sure that you will want to play your part by working hard and helping to make the academy even better.

Yours sincerely

Robert Ellis

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**