

Stockley Academy

Park View Road, Yiewsley, Hillingdon, UB8 3GA

Inspection dates 05–06 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- A sustained programme of improvement has not yet led to all students achieving standards that are sufficiently high.
- Students in Key Stage 3 are not making good rates of progress in every subject, including in mathematics and science.
- Teaching is not consistently good. The quality of teaching, particularly in mathematics and science, is variable and some is inadequate.
- Teachers do not check pupils' work regularly enough or provide advice that helps students to learn more. When advice is given, students are not always provided with time to respond so they repeat the same errors.
- The pace of learning in some lessons is too slow. Teachers do not always check for understanding and therefore do not know when they can move students on more quickly. This limits what students achieve in lessons.
- Teachers' planning does not consistently take account of the different starting points of all students. Work is pitched at the wrong level and more-able students find the work too easy so do not learn as much as they could.

The school has the following strengths

- The principal has been relentless in driving up standards at the academy. Leaders, including governors, have high expectations and are working hard to raise standards for all students.
- Checks on teaching to challenge inadequate teaching or that which requires improvement, are robust. Effective monitoring, support and training are leading to improved teaching.
- The sixth form is good. Students study appropriate courses and make good progress.
- Students make rapid and sustained progress in English. Their literacy skills improve quickly from low starting points because many lessons include activities that reinforce these skills.
- Behaviour is good. Attitudes to learning across the academy have improved because all students' needs are identified and supported through interesting learning experiences.
- Students feel safe at the academy.
- Students with disabilities or special educational needs make rapid progress due to the expert and effective support they receive.

Information about this inspection

- Inspectors observed 33 lessons taught by 33 teachers. Seventeen observations were held jointly with members of the academy’s leadership team
- Discussions were held with the principal, senior and middle leaders, the chair and members of the governing body and four different groups of students.
- Inspectors took account of the 21 responses to the online Parent View survey.
- Inspectors reviewed the 75 staff questionnaires returned during the inspection.
- The inspection team observed the academy’s work, scrutinised information about students’ achievement, checked work in students’ books, examined records relating to safeguarding, behaviour and attendance, and looked at documents used by leaders to monitor and evaluate the academy’s work.

Inspection team

Lesley Cox, Lead inspector	Her Majesty’s Inspector
Sue Street	Her Majesty’s Inspector
Christopher Crouch	Additional Inspector
Jalil Shaikh	Additional Inspector

Full report

Information about this school

- Stockley Academy is an average sized secondary school with a sixth form. It specialises in science and technology.
- The academy opened on 1 September 2004 and is sponsored by Mr Barry Townsley, Brunel University, Cisco Systems and Hasbro.
- Over two thirds of the students are from White British backgrounds with others coming from a wide range of minority ethnic groups. The proportion of students who speak English as an additional language is high compared with other schools.
- The proportion of disabled students and those with special educational needs supported through school action is much higher than other schools. Those supported at school action plus or by a statement is much higher than average.
- The proportion of students who are known to be eligible for the pupil premium, which is additional government funding provided for students eligible for free school meals, looked after children and children of service families, is nearly double the national average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- A small number of students currently attend courses offered by Uxbridge College and other alternative education providers in the area.

What does the school need to do to improve further?

- Improve teaching so that it is always at least good and leads to students making more rapid progress across all subjects, particularly in mathematics and science at Key Stage 3, by ensuring:
 - teachers use available information to plan tasks that take account of different starting points and set work at the correct level for every student, including the more-able
 - teachers check for the level of students' understanding, identify gaps in learning and allow students to move on quickly when they are ready
 - all teachers mark books regularly and provide advice that clearly identifies the next steps to be taken
 - students are given time to make corrections and respond appropriately to the advice given by teachers.

Inspection judgements

The achievement of pupils requires improvement

- Students join the academy with below average standards. When they leave their attainment is still below average. Examination results over the last three years have improved every year. In 2012, 48% of students achieved five GCSE passes at Grade A*-C including English and mathematics, which was below the national average but a further improvement on previous results.
- Rates of progress are inconsistent across different subjects and groups of students. Students in Key Stage 3 do not make good progress or achieve as much as they could in lessons. This is particularly the case in mathematics and science. More-able students are not challenged sufficiently to work at the highest level and therefore they make less progress than they should.
- Standards across the academy are rising steadily and students are making better progress. Students in the current Year 11 are on track to achieve more than those who took examinations last year. A*-C passes in GCSE mathematics have already exceeded the total achieved by all students last year. Progress in English is consistently good and students achieve well in this subject.
- Students make good progress in the sixth form. Recent improvements to the quality of teaching and the range of subjects available to study, have led to raised aspirations and improved achievement.
- Students with disabilities or special educational needs make good progress which compares favourably with other schools. An increasing number achieve challenging targets due to the effective support they receive.
- Students supported by the pupil premium funding usually make the expected levels of progress in English and mathematics. In 2012, these students gained GCSE results in English and mathematics that were about one grade below other students at the academy. Due to effective interventions this year, the gap in achievement is closing. The Year 7 catch up arrangements are having a similar impact.
- Students who speak English as an additional language do as well as other students. The under achievement of White British boys at the academy has been recognised and a range of new strategies have been used to promote higher levels of engagement. This has led to improved rates of progress for boys across the academy.
- Students who are likely to achieve an A*- C grade are entered early for the GCSE examination in mathematics at the end of Year 10. This can improve their motivation to achieve a better grade at the end of Year 11 if they need to. More able students are entered early for GCSE English, if it is likely that they will achieve the top grades.
- Students who attend other establishments for some or all of their lessons are achieving well. Their progress is tracked carefully and this demonstrates that they are working successfully towards achieving their targets. Links with a number of alternative education providers have been made to ensure that students have access to wider opportunities that meet their needs.

The quality of teaching requires improvement

- Although improving, teaching is not yet usually good and some is inadequate. A high number of staff changes have led to improvements not being firmly embedded in some subjects. Standards of teaching therefore remain inconsistent.
- Not all teachers use available information about how well students are learning to inform their planning. Consequently, in some lessons, the same activities are set for the whole class without taking account of different starting points. Able students do not therefore always learn as much as they could because they are given work that is too easy.
- Opportunities to challenge and extend students' learning are sometimes missed because teachers fail to check their understanding. Students therefore spend too long completing activities and the pace of learning slows. In some lessons this leads to students becoming bored and failing to complete work to a high enough standard.
- The quality of marking and feedback is also variable. Some teachers do provide explanations about what is done well and how to improve further. However, students are not always given opportunities to respond to teachers' corrections and amend their work. As a result, mistakes are often repeated, leaving gaps in learning.
- Most teachers aim to improve students' literacy abilities by providing activities that reinforce these skills. Students are encouraged to communicate effectively and read confidently. Opportunities for more sustained writing are given, with teachers providing appropriate support when necessary. Students therefore move on from low starting points quickly and make good progress.
- Students with disabilities or special educational needs are supported well. Teachers are kept informed about individual student's needs and can access specialist support to plan appropriate teaching activities. As a result, students make good progress because any gaps in understanding are recognised and addressed.
- Where teaching is good or better the pace of learning is fast, students are well motivated and engaged in learning. Activities are pitched at the correct level and skilful questioning extends students' learning. Teachers check for understanding as lessons progress and adapt teaching approaches to meet students' needs. As a result all students make good or better progress.

The behaviour and safety of pupils are good

- Students' attitudes to learning have improved since the last inspection. This is because individual needs are recognised and appropriate learning opportunities are provided to engage them. The new Access and Inclusion Centre has enabled the academy to provide high levels of support for students who require additional help to overcome barriers to learning. They are provided with a carefully tailored package of lessons, training and support delivered by skilled staff. As a result they make good progress against the behaviour and learning targets they are set.
- Students know what is expected of them and the consequences of behaving poorly. Good behaviour is recognised and rewarded. Staff and students say that behaviour has improved and is now good; inspectors agree it is good.
- Attendance levels are in line with other schools and improving. The number of students who are

temporarily not allowed to come to the academy has reduced dramatically due to the on-site alternative learning packages that are now provided. The number of students who are persistently absent or late has also reduced. This is because systems for challenging poor attendance and lateness are now applied consistently across the academy.

- Incidents of bullying are uncommon and when they do occur, students say concerns are dealt with appropriately. As one student explained, 'We are very big on that here.' All students are kept well informed about the different types of bullying through regular anti-bullying assemblies and activities. Consequently students say that they feel safe and know how to find support

The leadership and management are good

- Leaders, including governors, are committed to raising aspirations across the academy and promote equality of opportunity in all that they do. They plan carefully for further improvements and regularly evaluate the impact of new initiatives on students' achievement and the quality of teaching and learning.
- Senior leaders have a clear understanding of the strengths and weaknesses of teaching. Although inconsistent, standards of teaching are improving as a result of careful checks. Together with subject and pastoral leaders, the senior leaders work effectively to tackle any teaching that is inadequate or requires improvement.
- There are robust and rigorous systems in place to manage the performance of staff, which link to their progression through pay scales. Support programmes and wider professional training are closely matched to the needs of the academy and individual staff. A focus on improving literacy skills has been particularly effective and has led to improved standards in this area across the academy.
- Staff and students recognise the improvements that have been made and are aware of the higher standards that are being demanded of them. Most are responding positively to the clear direction being given by the senior team. The amount of good or better teaching has risen since the last inspection.
- Leaders regularly review the quality and variety of subjects that are taught to make sure that they meet the needs of all students. This ensures that students can progress successfully onto higher level courses in the sixth form or later at university. As a result of good advice and guidance, there are hardly any students who are not in education, employment or training when they leave the academy.
- Opportunities for promoting spiritual, moral, social and cultural values are strong across the academy. Lessons and other activities are planned to take account of these values so that students develop a broader understanding of the world in which they live.
- The academy is sponsored by a number of professional institutions and by Barry Townsley, a stockbroker. The Chair of the Governing Body ensures that strong links are maintained between the academy and its sponsors, who provide support such as work placements for older students. Leaders have developed links with other academies and educational partnerships to ensure that they can share best practice and access wider training opportunities. Leaders seek out and use expert advice from a wide variety of sources to make sure new initiatives are implemented successfully.

■ The governance of the academy:

- The governing body provides an impressive range of skills and expertise which the academy can draw on. They give generously of their time and under the strong leadership of the Chair of the Governing Body, they support and challenge senior leaders to meet ambitious targets. They closely monitor how much progress different groups of students are making compared to other schools. Governors ensure that statutory and safeguarding requirements are met. They have carefully considered how to spend additional funding, such as the pupil premium money, to overcome barriers to learning for the most disadvantaged students. The governing body has been closely involved in monitoring the performance of staff and receives regular reports from the principal and senior leaders on this and other matters. Governors, sponsors and senior leaders have worked together effectively to bring about the steady and sustained improvements that have taken place since the last inspection.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134797
Local authority	Hillingdon
Inspection number	402638

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

Type of school	Academy sponsor-led
School category	Non-maintained
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1010
Of which, number on roll in sixth form	130
Appropriate authority	The governing body
Chair	Marilyn Russell
Headteacher	Ian Storey
Date of previous school inspection	28 April 2010
Telephone number	01895 430066
Fax number	01895 442117
Email address	istorey@stockleyacademy.com

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