

Reach Academy Feltham

Bridge House, 10 Hanworth Road, Feltham, Middlesex, TW13 5AB

Inspection dates

11–12 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils receive an outstanding education at Reach Academy Feltham. This includes their personal and social development as well as their academic achievement.
- The Principal, secondary headteacher, leadership team and governors have, in a short space of time, ensured that the academy provides a high quality of education and opportunities for all its pupils. They have secured a harmonious environment in which pupils learn and thrive.
- Many pupils exceed nationally expected levels of progress. Throughout the academy, pupils make excellent progress in reading, writing and mathematics. As a result, attainment is typically above average in all year groups.
- Pupils' outstanding achievement is secured as a result of the exceptional teaching pupils receive. Teachers have excellent subject knowledge and use this to plan and deliver learning opportunities that maximise learning. Expectations of what can be achieved in lessons are very high.
- Pupils have a clear understanding of how to keep themselves and others safe in and out of school. Pupils are well cared for.
- There is a positive learning atmosphere throughout the academy. Pupils display excellent attitudes to learning. They behave impeccably, show high levels of respect and courtesy towards each other, to their teachers, other staff and visitors. The academy has a calm and purposeful atmosphere combined with a sense of excitement generated by pupils enjoying their learning.
- Excellent leadership by the Principal has ensured that high expectations and a pursuit of excellence are the norm. The Principal's vision that the academy prepares pupils for a life of 'choice and opportunity' is shared by all who work within the academy. Staff are highly valued and good quality training maintains the highest quality of teaching.
- The very strong governing body has a range of considerable skills and expertise. Governors are knowledgeable about what is going well and what can be improved further. This enables them to ask searching questions of leaders to make sure the academy is doing as well as it can. Governors' understanding of the academy and its community very effectively contributes to the academy's success.

Information about this inspection

- Inspectors observed parts of 17 lessons or small group activities, of which six were conducted jointly with members of the leadership team.
- The inspection team observed the behaviour of pupils as they arrived at the academy, during lesson changeovers, at break and lunchtimes, as they left the academy premises at the end of the day as well as in lessons.
- Meetings were held with members of the governing body including the Chair, senior and subject leaders and academy staff.
- Inspectors talked with pupils in their lessons about their work, looked at books, listened to pupils read, met with a group of pupils whose circumstances make them vulnerable and with groups of pupils in Years 1, 7 and 8.
- Inspectors considered the views of the 86 responses to the on-line survey (Parent View). Inspectors also met with, and spoke to, a number of parents during the two day inspection.
- The inspection team took account of the 39 questionnaires returned by members of the academy staff.
- Inspectors looked at important documents including the academy's records on pupils' progress and attainment. Details of how the pupil achievement data had been checked by organisations other than the academy were also scrutinised. The academy's policies and procedures for safeguarding and child protection were checked. Inspectors examined records relating to behaviour and attendance and looked at documents used by leaders and governors to check the work of the staff at the academy.

Inspection team

Peter Humphries, Lead inspector

Her Majesty's Inspector

Richard Boswell

Additional Inspector

Full report

Information about this school

- Reach Academy Feltham, a Free School, opened in September 2012, and is smaller than an average-sized school. At the time of the inspection there were pupils in the Reception Year and in Years 1, 7 and 8.
- The proportion of pupils supported at school action is above that in other schools in the Reception Year and Years 1, 7 and 8. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average in all year groups.
- A higher proportion of pupils than average come from minority ethnic groups in the Early Years Foundation Stage and Year 1. The majority of pupils are of Indian and White British heritages. In Key Stage 3, the largest ethnic group is of White British heritage.
- The number of pupils who speak English as an additional language is considerably higher than average.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than average in the Reception Year and Year 1, but higher in Key Stage 3. The pupil premium is funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The academy does not currently make use of alternative provision to deliver academic courses or to support pupils with additional learning needs.
- As the academy opened in September 2012, with pupils in the Reception Year and Year 7, it is not possible to assess the pupils' achievement against the government's current floor standards, which set the minimum expectation for pupils' attainment and progress

What does the school need to do to improve further?

- Enable an even higher proportion of pupils to make outstanding progress in all areas of learning and development, across subjects and year groups, by ensuring that:
 - teachers' feedback, including marking, in the Reception Year and Year 1 is easy for pupils to understand and helps parents see what pupils need to do to improve
 - pupils in Key Stage 3 always have work that adequately challenges them and that they receive feedback that clearly shows them how to improve quickly.

Inspection judgements

The achievement of pupils

is outstanding

- On entry to the Early Years Foundation Stage, children's skills and knowledge are broadly typical for their age. Children make outstanding progress in acquiring good early literacy and numeracy skills and develop advanced levels of personal, social and emotional development. By the time the children move on to Year 1, their attainment is well above average.
- In Key Stage 1, standards are above average and rising quickly because of the very strong teaching. Standards in reading, writing and mathematics are high.
- Pupils' attainment on entry to Key Stage 3 is just below national averages. In Years 7 and 8 they make exceptional progress in English and mathematics. A scrutiny of pupils' books by inspectors confirmed that pupils are producing work that is at least in line with expectations for their age, and often beyond.
- Pupils of Indian heritage in the Reception Year and Year 1 are quickly reducing their gaps in knowledge, skills and understanding in reading, writing and mathematics. Across all year groups, pupils of White British heritage make progress that is above that expected for their age in all subjects.
- Pupils who speak English as an additional language make exceptional progress in reading, writing and mathematics in all year groups.
- Disabled pupils and those with special educational needs make significant progress from their starting points in all areas of learning and development in the Early Years Foundation Stage and in reading, writing, mathematics and other subjects in Years 1, 7 and 8. The excellent support from teachers, teaching assistants and other support staff contributes significantly to this success.
- There is an outstanding commitment to equality of opportunity and staff keep a close eye on the achievement of every pupil. Pupils who are eligible for the pupil premium funding make progress that is considerably above national figures in English and mathematics. Pupils in receipt of the pupil premium funding in Year 7 achieve better than other pupils in English and mathematics. However, in Year 8, pupils in receipt of free school meals were approximately two terms behind in English and mathematics. Information provided by the academy, and supported by scrutiny of pupils' work during the inspection, shows that this gap is closing. The academy makes good use of the pupil premium funding to ensure pupils acquire the literacy and numeracy skills they need to be successful. The most able pupils make the same rapid progress as other groups and reach the high standards of which they are capable.
- The academy has not yet received the Year 7 catch-up funding. Academy leaders are using existing funds to provide one-to-one support, small group teaching, including excellent intervention to improve reading and comprehension skills for those pupils who did not reach expected levels at the end of Year 6.
- The support for reading and literacy across the academy, including in the Early Years Foundation Stage, is excellent. Pupils frequently read a wide range of material. Opportunities to read are given to pupils in all subjects. All the pupils spoken to during the inspection said that they enjoy reading and often read for pleasure. Pupils are given many opportunities to write for extended periods of time and, as a consequence, the standard of pupils' writing is high in all year groups.
- Pupils' numeracy skills are well developed and pupils are able to use and apply these skills in a range of learning and development situations and subjects such as geography, computing and enterprise activities. Pupils show resilience when they encounter mathematical problems and can use a range of strategies and approaches to solving problems.

The quality of teaching

is outstanding

- The teaching at Reach Academy Feltham is consistently good, and very often outstanding; it helps pupils learn and achieve exceptionally well. Teachers have high expectations of what all

their pupils can achieve. The review of pupils' work and discussions with pupils and parents make it clear that this is the norm.

- Children in the Early Years Foundation Stage are well taught and, as a result, learn and play together effectively by sharing and taking turns. They thoroughly enjoy learning through play, both indoors and outside. Staff are skilled at asking the right questions to prompt children's thinking. Staff use a wide range of resources, for example puppets and tablet computers, to engage pupils in their learning and to develop their creativity and language skills. Children are given many opportunities to make choices for themselves and are able to concentrate for long periods of time. The feedback to children is thorough and detailed. However, the children cannot always understand what they need to do to improve.
- The teaching of phonics (sounds that letters make) is outstanding. Pupils can decode and read words very well and have opportunities to develop inference and comprehension skills in their reading. Pupils in Key Stage 3 have good strategies for reading words they have not previously met. This allows them to read fluently and with feeling. Pupils throughout the academy have regular opportunities to read, for example in Drop Everything and Read (DEAR) sessions, during enrichment time and dedicated reading time in English lessons. As a consequence, pupils in all years read well and have comprehension skills that enable them to understand a range of texts and information. This is enabling pupils to make good progress across all subjects. One pupil told inspectors, 'I didn't like reading before I came to this school, now I love it.'
- Pupils have frequent opportunities to write for extended periods of time in English and other subjects. They are taught the skills of drafting and editing and take responsibility for correcting and improving their work. As a result, the quality of writing is sophisticated and well developed as the pupils regularly use a variety of writing techniques that engage and interest the reader.
- In mathematics, teachers strongly emphasise the development of basic numeracy skills and calculation. Pupils regularly use and apply these skills to solve problems and to understand the relevance of mathematics to everyday life.
- The skills of teaching assistants and other adult helpers are considerable and targeted well to support individuals and small groups to ensure they make excellent progress. Pupils' learning needs are very precisely addressed. Parents of children with learning difficulties told inspectors that the support their children receive is excellent and is having a positive effect on their progress and confidence as learners.
- Teachers challenge the most able pupils in English and mathematics to reach ever higher levels to deepen their knowledge and understanding.
- Staff listen to the views of pupils and have thorough methods for evaluating their pupils' levels of understanding. They plan lessons and topics in response to this feedback. When this happens, learning is particularly rapid because pupils are completely engaged in the lesson. However, in the very few lessons that are less than outstanding, pupils do not always have work that extends their knowledge and understanding.
- Marking and feedback are regular and tell pupils how well they are doing. They show pupils what the next steps in learning are, and teachers give pupils time to respond to comments. However, there are times when the feedback does not show the pupil how they can make or sustain rapid progress.
- Staff encourage parents to be involved with their children's learning at home. Pupils regularly take reading books home and read with their parents. Homework is systematically planned and marked.
- Pupils and parents who spoke to, and met with, inspectors, spoke glowingly about the quality of teaching across the academy. They value the excellent working relationships they have with teachers, and particularly appreciate teachers' willingness to provide additional support and guidance when children fall behind or need extra help. This included through after-school 'Master classes', working on Saturdays and during school holidays.

- The academy is an exceptionally calm and purposeful environment in which to learn and flourish socially, personally and academically. Pupils' excellent social, moral, cultural and spiritual development permeates all aspects of academy life. As a result, pupils from all year groups get along very well together and are extremely tolerant of others' differences. Parents and pupils describe the academy as a happy place that promotes values that encourage tolerance, cooperation and team work.
- The academy's work to keep pupils safe and secure is outstanding. Parents and pupils agree that pupils are safe in the academy and parents report no concerns. Inappropriate behaviour is very rare indeed and everyone within the academy is virtually unanimous that any incidents are swiftly and fairly resolved. Pupils have an excellent and perceptive understanding of the dangers of bullying in all its forms, including that based on racism and homophobia. They are aware of the dangers of the internet. The development of pupils' e-safety ensures they are fully aware of the dangers of cyber bullying and the misuse of mobile phones including 'sexting'.
- Pupils whose circumstances make them vulnerable, including those who are disabled or who have special educational needs, told inspectors that they feel safe and are well cared for by staff and pupils.
- Pupils' attendance, including that of minority groups and those who are supported by the pupil premium grant, is above the national average for primary and secondary schools.
- The behaviour of pupils is outstanding. Pupils' attitudes to learning, in and out of lessons, are exceptional. Outstanding behaviour characterises all lessons. Pupils asking for and receiving help from work partners or peer mentors is commonplace. They listen attentively to each other, and to all adults, and persevere when faced with challenges and difficulties. Pupils have good learning habits and regularly use dictionaries or other sources of information to improve their work without prompting. Children in the Early Years Foundation Stage use their 'tracker sheets' to direct and review their own learning, without needing direction from their teacher.
- Pupils are very proud of their academy and they demonstrate this by wearing their uniform with pride. The academy buildings and facilities are treated with respect by all pupils.
- Pupils arrive punctually at the academy. Pupils have many of their lessons in the same room so movement around the building is limited. This helps to make maximum use of lesson time and late arrival at lessons is virtually non-existent. The behaviour in the dining room and other social areas is excellent. The high quality food is enjoyed by all the pupils in a pleasant, welcoming and family-oriented environment.
- A feature of the behaviour management strategy is the use of the Reach Academy 'Pay Slip' where pupils receive 'Reach pounds' for attending school, for good work and behaviour, or lose 'Reach pounds' for inappropriate behaviour, failure to complete work or absence. Reach money can then be cashed in during academy auctions and average earning are tracked to ensure that trips and visits are earned and pupils have a sense of reward for their hard work. All the pupils spoken to said that they valued the 'Pay Slip' as a way of rewarding them for meeting the academy's expectations. As a result of the proactive approach to behaviour management, the academy has a very low number of fixed term exclusions.

The leadership and management are outstanding

- The Principal and secondary headteacher are exceptional leaders. They are ably supported by senior and subject leaders and governors. Academy leaders and governors quickly embedded the academy's vision and beliefs, including an unrelenting focus on improving the life chances for pupils. One of the keys to success is the careful construction of teams of staff who work extremely well together. Staff and governors have created a culture of high expectations and aspirations both academically and socially. They have established an orderly and hardworking academy community.
- Teachers are set ambitious targets to improve their teaching and nothing less than good performance, judged by outstanding pupil progress and attainment, is accepted or rewarded financially. Leaders undertake regular and rigorous monitoring of teachers across the academy,

by dropping into lessons, checking pupils' books and using information about pupils' progress to assess the quality of teaching. Teachers engage in a regular dialogue about learning and outstanding practice is routinely shared.

- Subject leaders, including the Early Years Foundation Stage leader, have a passion for their subjects or areas and are acutely aware of the strengths and areas for improvement in their area of responsibility. Clear actions are specified in very good plans for improvement. As a result of these actions, pupils make outstanding progress across the academy.
- Very effective strategies to improve the quality of learning and teaching have had a clear impact in sustaining high levels of achievement by ensuring pupils receive a consistently high quality of education. Comprehensive and personalised training for teachers has led to a significant increase in the proportion of outstanding teaching. No teaching requires improvement or is inadequate.
- The academy provides a vibrant, broad and balanced range of subjects. A variety of activities that take place before, during and after school and at weekends and in the school holidays provide opportunities for pupils to develop a wealth of knowledge, skills and interests. The academy's extensive range of visits enables pupils to both participate in and observe an array of cultural activities. Pupils achieve success in a wide range of activities, for example in the National Magistrates' Court Mock Trial competition.
- Pupils' involvement in sport enhances their health and well-being. Pupils participate in a number of after-school clubs, and the recently formed football team was victorious in its first competitive match. The primary school sports funding is directed to improve staff expertise and to employ a specialist sports coach to improve the levels of performance of all pupils.
- The academy's success in engaging with parents is shown by the high rates of attendance at consultation evenings and other academy events. Good communication informs parents about their child's progress. The website is popular as a resource for parents and pupils. It gives opportunities for staff to interact with pupils and parents. Pupils can ask their teacher for help, support or guidance up to 8.00pm in the evening.
- Safeguarding meets all statutory requirements.
- **The governance of the academy:**
 - Governors are very committed to the academy and the community. They know the academy extremely well. They have a very good understanding of the quality of teaching in the academy and through setting targets for the Principal and teachers to improve their work; they ensure there is a strong link between the quality of teaching, the achievement of pupils and teachers' pay progression.
 - Governors attend relevant training, for example on the use of pupil progress data. Governors visit the academy regularly and, as a result, they are aware of the academy's strengths and areas for improvement. For example, they have a good understanding of how the pupil premium has funded the numerous activities to support eligible pupils and the impact this is having. Governors understand the progress made by pupils.
 - Governors make sure that current safeguarding requirements are met and regularly reviewed.

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	138266
Local authority	Hounslow
Inspection number	425469

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

Type of school	All through 4–18
School category	Free School
Age range of pupils	4–18
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Jen Hall
Principal	Edward Vainker
Date of previous school inspection	Not previously inspected
Telephone number	02035519305
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