

Chobham Academy

40 Cheering Lane, London, E20 1BD

Inspection dates 18–19 June 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Leaders and governors have ensured that recent changes in leadership have not slowed the pace of improvement. Their ambitious plans for the future are well on the way to being achieved because management systems are robust and applied consistently throughout the academy. They draw on support from the sponsor in an appropriate manner.
- The principal, leaders and governors have extremely high expectations for pupils' achievement and personal development. They have ensured that their vision for the academy is shared and understood by all. Consequently, staff are working as one to make the academy even better.
- Pupils make outstanding progress from their starting points. Ambitious attainment targets are well on the way to being achieved or exceeded across all key stages and in nearly all subjects. Unvalidated results for this year are likely to be well above the national average.
- The sixth form is outstanding. In 2014, nearly all young people achieved examination results that were above the national average. Many gained places at top universities.
- Teaching is outstanding. Teachers are challenged and supported to deliver learning activities that allow pupils to achieve extremely well. They use effective strategies to assess how well pupils are learning and ensure that any gaps in their understanding are recognised and addressed quickly.
- Behaviour is outstanding. Pupils have excellent attitudes towards their learning because they appreciate and respond to the high expectations of staff. Systems for managing behaviour are understood and abided by because pupils know that they benefit from the calm and ordered learning environment that results.
- Safety is outstanding. The academy has highly effective systems for recruiting staff. Pastoral leaders, other professionals and agencies work closely together to ensure all pupils are kept as safe as possible.
- The Early Years Foundation Stage is outstanding. Children benefit from high quality teaching and resources. They make excellent progress from starting points which are just below average when they join the academy.

Information about this inspection

- Inspectors observed a wide range of learning activities across all key stages and subjects. These included longer visits to lessons and shorter visits to multiple lessons as part of a learning walk. They were joined by members of the academy’s leadership team for a large proportion of these. Pupils’ books from different year groups and subjects were scrutinised.
- Discussions were held with the principal and other senior leaders. Inspectors met with two groups of middle leaders, a group of newly qualified teachers, the Chair of the Governing Body and two other members. A meeting was also held with the Chief Executive Officer of the academy sponsor. Inspectors also met with several groups of pupils and spoke to them informally throughout the inspection.
- Inspectors took account of 72 parental views expressed through the Parent View survey. They considered letters from parents sent directly to the school or the inspection service provider. Inspectors also spoke to a number of parents at the start and end of the day.
- Inspectors reviewed the 78 staff questionnaires returned during the inspection.
- The inspection team scrutinised information about achievement and the assessment of learning. They examined any records relating to behaviour and attendance, and looked at documents used by leaders to monitor and evaluate the academy’s work.
- A review of safeguarding records and procedures was carried out.

Inspection team

Lesley Cox, Lead inspector	Her Majesty’s Inspector
Kewal Goel	Additional Inspector
Alastair McMeckan	Additional Inspector
Jenny Jones	Additional Inspector
Gill Walley	Additional Inspector
Humaira Saleem	Additional Inspector

Full report

Information about this school

- The academy is an all through provider which opened for the first time in September 2013. It is located within the Olympic Park in the London Borough of Newham. It is situated in an innovative, purpose-built facility, previously used as the Olympic administration headquarters during the London 2012 Olympic Games.
- The academy has grown rapidly in size as families have moved into the new homes in the East Village from all over London and beyond. Pupil and teacher numbers have risen continually throughout the academic year. The academy is now larger than most other schools nationally and will be completely full, with pupils in every year group, from September 2015. It currently has no pupils in Year 11.
- Pupils come from a wide range of minority ethnic groups. The biggest groups are Black African and those of Asian heritage. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled students and those with special educational needs is recorded as being below average. This is because Newham recognises the needs of most pupils with a disability or special educational needs without using formal assessment. There are actually a significant number of pupils with a range of disabilities or special educational needs attending the academy, including some with more complex conditions.
- The proportion of disadvantaged pupils who are known to be eligible for the pupil premium, which is additional government funding provided for pupils eligible for free school meals and looked after children, is well above the national average.
- Children within the early years provision attend for 15 hours a week in the Nursery and full time in Reception.
- There are no public examination results to measure the school's performance against the government's current floor standards.
- Pupils rarely attend off-site alternative education provision. Currently, a very small number attends the Eleanor Smith special school and New Directions pupil referral unit.
- Pupils are not entered early for examinations in Key Stage 4.
- The academy is sponsored by the Harris Federation, together with Lend Lease, the company responsible for the design, development and construction of the academy and the East Village on the Olympic Park.
- The current principal was appointed from within the Harris Federation and took up her post at the start of the summer term 2015.

What does the school need to do to improve further?

- Improve how the academy communicates with parents so that they are kept fully informed about any changes and improvements and know who to contact if they have any concerns.

Inspection judgements

The leadership and management are outstanding

- Despite only taking up her post this term, the new principal has accurately assessed what needs to be prioritised and improvements have continued without interruption. She has been aided in this task by a strong senior leadership team who has used the robust leadership and management systems of the federation to good effect. The movement of leaders across the federation is managed well to ensure vacancies are covered while permanent post holders are recruited. All roles and responsibilities are clearly defined and leaders at all levels are held to account by governors and sponsors for continually raising standards.
- Academy leaders make excellent use of the strong support offered by the sponsors. They draw on the wide range of training and development opportunities offered by the federation to help them achieve the aspirational outcomes that are expected of them.
- Procedures for managing the performance of all staff are highly effective. Staff are only rewarded when targets are met and pupils make good or better rates of progress. Any concerns are quickly identified so that further support for individuals can be arranged as needed. Teachers, including those who are newly qualified, are overwhelmingly positive about the high quality support and encouragement they receive from their managers, mentors and coaches.
- The leadership of teaching and learning throughout the academy is very strong. Effective and consistent monitoring has ensured that standards have risen steadily since the academy opened. This is despite the challenges posed by the continual rise in pupil numbers and ongoing recruitment of new staff that has been necessary.
- Effective systems for assessing and tracking achievement as soon as pupils arrive at the academy are in place. Leaders regularly check that classes, groups and individuals are making at least the expected amount of progress, by continually moderating standards within the academy and across the wider federation. Governors and sponsors have further checked the accuracy of these assessments using external consultants and local authority moderators. Despite the current lack of validated examination results, there is impressive evidence of outstanding progress for pupils of all ages.
- The leadership of the sixth form and that of the early years provision is outstanding. Leaders across all phases work together to ensure that transitions are managed very effectively and the pace of learning accelerates as pupils move through the academy.
- Middle leaders are very effective. Those new to post are well supported by colleagues, senior leaders and external consultants to develop their expertise as quickly as possible. As a result, standards across all subjects, including within English and mathematics, are consistently high. The leadership of behaviour and pastoral systems is similarly strong.
- Safeguarding arrangements meet all statutory requirements and are robustly monitored by leaders and governors. Recruitment systems are highly effective, as demonstrated by the exemplary single central record of employment checks. Staff receive regular training to ensure they maintain a high degree of awareness about child protection issues. Training has included updates on how to recognise and combat extremism and radicalisation.
- Leaders and governors use any additional funds to good effect. They have ensured that the primary sport funding has been used effectively to teach all Year 4 pupils to swim, and all primary classes benefit from specialist sports coaching. The pupil premium and Year 7 catch-up funding have both been used effectively to support the needs of eligible pupils. Any identified achievement gaps are closed quickly. Leaders know that interventions have been effective because they are measuring their impact carefully.
- The curriculum provides an appropriate balance of subjects that meet the needs of all pupils. It is carefully planned across all key stages and covers all the required areas of learning. Consequently, pupils are able to build on their prior learning to study higher level courses when they reach the sixth form. Leaders check the curriculum offered to the few attending alternative provision to ensure that it addresses their needs.
- Leaders and governors are firmly committed to ensuring equality of opportunity and pupils are prepared well for life in modern Britain. There is an extensive spiritual, moral, social and cultural curriculum embedded across the academy. British values are reinforced in high quality displays and activities delivered through the pastoral programme. High aspirations are encouraged and supported by good quality careers information, advice and guidance, offered to all pupils from Year 7 onwards.
- While most parents are very supportive of academy leaders and recognise the high standards that are being achieved, some express concern about how the academy keeps them advised of any changes. Leaders have already recognised that they need to do more to improve parental communications and new

initiatives to engage parents have recently started.

■ The governance of the school:

- The governing body is very effective. There is a strong partnership between governors, sponsors and leaders, who share a common vision for the academy. Members of the governing body contribute a range of skills that allows them to offer high levels of support and challenge to academy leaders. Governors make regular visits and attend professional training to help them evaluate the quality of teaching and learning, safeguarding and support for more vulnerable pupils. They commission external reviews, as necessary, to confirm the evaluations of academy leaders. They have an accurate understanding of assessment information and monitor this closely, including checking how much difference the additional funding is making to the outcomes of eligible pupils. They ensure that staff salary progression is dependent on performance management targets being achieved. They manage finances well and have ambitious plans for the future. Governors are fully aware that a small minority of parents feel communications could be improved, and some parents have been worried by the recent changes in leadership. Governors are actively working to address these concerns.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils behave in an exemplary manner, both inside and outside the academy buildings. They move from class to class in total silence and require low levels of staff supervision to achieve this.
- Pupils say they respond favourably to the rules and regulations because they understand the reasons for them and feel that staff have their best interests at heart. Attendance levels are above average because staff and pupil relationships are very positive. All pupils are actively engaged in learning activities which they enjoy and any disruption to learning is unusual.
- The behaviour policy is applied consistently by all teachers throughout the academy and this has ensured pupils behave equally well across year groups, subjects and teachers. Rewards and consequences are understood by all, and teachers say this has enabled them to concentrate on improving the quality of their teaching to promote effective learning. Inspectors saw strong evidence of this.
- Comprehensive tracking information demonstrates that the frequency of low level behaviour incidents is low, and declining over time. The use of fixed term exclusions for more challenging behaviours has also reduced this year.

Safety

- The academy's work to keep pupils safe and secure is outstanding. There are very robust checks made on new staff, carried out methodically by those responsible for safer recruitment. All staff receive child protection training as soon as they arrive at the academy and know how to report any concerns they may have.
- Staff work closely with a wide range of professionals, therapists, counsellors and agencies to support the needs of vulnerable pupils and ensure they are kept safe.
- Pupils are kept safe from extremist views. Staff, parents and pupils have received training in how to recognise and report extremism, and the academy monitors external visitors and speakers carefully. The range of invited speakers is impressively wide to encourage pupils to develop fair and balanced opinions of their own.
- Pupils express no concerns about bullying which they consider to be very rare and effectively handled by staff if it does occur. This view is supported by parents and evidence recorded in logs and first aid records.
- There are effective systems for recording attendance and ensuring the safety of pupils attending off site provision.
- Proposals for trips and visits undergo a thorough risk assessment before being approved by the designated officer.
- The stunning buildings are well maintained and there are effective systems for monitoring access to all areas of the site.

The quality of teaching is outstanding

- Nearly all teaching over time, including in the sixth form and in the early years provision, is consistently good, with much that is outstanding. As a result, most pupils make rapid progress from their starting points when they join the academy.

- Literacy and numeracy skills are reinforced by all teachers across the academy. Pupils, therefore, make rapid progress in reading, writing and understanding mathematical concepts.
- Pupils are provided with opportunities to respond to helpful marking and feedback. They are set aspirational targets to work towards and are supported to achieve them extremely effectively.
- Teachers are highly committed to ensuring that everyone achieves as well as they can. Pupils respond to this by taking increasing responsibility for their own learning behaviours. Consequently, there is little disruption and no time is wasted in lessons.
- Teachers are knowledgeable about their subject and about their pupils' learning needs. They track progress carefully and use this information to identify any gaps in understanding that pupils may have. Learning activities are then carefully planned to allow pupils to catch up quickly. This allows nearly everyone, including those who are disadvantaged, to achieve very well.
- Pupils with a disability or special educational needs are well supported in lessons through appropriate interventions and effective support. They make at least good progress from their starting points.
- The most able learners are provided with activities that stretch and challenge them. They are encouraged to apply their acquired skills and knowledge across other subjects and settings. Very occasionally, the pace of learning slows and some pupils make less progress than they could.
- Pupils and their parents indicate that they are very pleased with the quality of teaching at the academy. Inspectors agree with these views.

The achievement of pupils

is outstanding

- Achievement is outstanding because nearly all pupils make rapid progress from their starting points across year groups, classes and nearly all subjects. There are little or no gaps in the achievement of vulnerable groups across the academy, including for pupils with disabilities or special educational needs and those from ethnic minorities. Pupils attending alternative provision are supported to make good progress towards their individual targets. The most able pupils achieve standards that are in line with their abilities.
- It is not possible to report specifically on the performance of disadvantaged pupils compared to their peers nationally at the end of Key Stages 2 or 4 because this information is not yet available. However, unvalidated, in-year tracking information suggests that they do as well as, or better than, other pupils within the academy, and so will be likely to exceed their peers nationally. Where small gaps still exist they are closing rapidly due to the effective use of the additional funding.
- Children enter the Nursery with stages of development that are slightly below average. They make excellent progress and start Year 1 with skills that are above, or well above, average. The proportion of children achieving a good level of development has improved this year and is now well above the national average.
- Standards in reading, writing and mathematics continue to rise throughout Key Stage 1. The proportion of Year 1 pupils reaching the expected standard in phonics, which is the sounds that letters make, was well above the national average in 2014 and is predicted to be even higher this year. Unvalidated achievement results for current pupils in Year 2 are likely to considerably exceed those for similar pupils nationally, including for those achieving the higher levels of attainment.
- The current Year 6 is the first cohort to complete the end of Key Stage 2 national assessments. Unvalidated results indicate that nearly all pupils will achieve the expected standard in reading, writing and mathematics this year. A larger proportion than nationally will make better than expected progress and achieve standards that are well above average, particularly in mathematics.
- Most pupils from Year 7 onwards have joined the academy at some point in the last year. No pupils have completed any national accreditation in Key Stage 4, and the current Year 10 will not complete their GCSE examinations until next summer. Detailed tracking information, which has been externally moderated, shows that pupils across Year 7 to Year 10 are making outstanding progress in English and mathematics. The proportions on track to make expected or better than expected rates of progress in these subjects are well above the national average. Current pupils in Year 10 are well placed to achieve or exceed the ambitious targets the academy has set for achieving five or more A* to C passes at GCSE, including in English and mathematics. There are no significant gaps between the performance of disadvantaged pupils and other pupils across Key Stages 3 and 4.
- Students in the sixth form last year made outstanding progress from their starting points. The percentage of AS- and A-level entries at grades A* to C was at, or above, the national average in all subjects. The proportion of passes at A* to A was much higher than the national average in many subjects. Students taking level 3 vocational courses achieved equally highly and nearly all will achieve distinction or distinction stars across every subject this year. Predictions for this year indicate that standards will be

maintained or improved across all subjects. Disadvantaged students often outperform their peers within Key Stage 5.

The early years provision

is outstanding

- Children in the early years provision are provided with a highly engaging curriculum which motivates them, challenges their curiosity and allows them to develop very good attitudes towards learning.
- Teachers make excellent use of high quality resources and provide frequent opportunities for children to problem solve and apply their learning to practical activities. Literacy and numeracy skills are promoted from the beginning in a way that is fun and meaningful. Parents and children enjoy coming to the academy and are actively engaged in the learning process.
- The highly effective leadership and management of the provision ensure that all children are well supported to extend their learning. Adults track and analyse individual progress and target further interventions when necessary to ensure nearly all children make outstanding progress from their different starting points.
- Children are well supported by the effective behaviour systems adopted throughout the academy. Consequently, they behave extremely well and develop good social and emotional skills. This helps them to be successful when they progress to Year 1.

The sixth form provision

is outstanding

- Sixth form students who joined the academy when it first opened have modelled the high aspirations that leaders have had for the academy from the beginning. They demonstrate excellent standards of behaviour and outstanding attitudes towards their learning. This is evidenced in the high retention rates for all courses and the impressive examination results achieved.
- Students benefit from an extensive range of highly effective teaching and learning opportunities. The sixth form curriculum is suitably varied and meets the diverse academic and pastoral needs of all students. Students are given high quality advice and guidance to ensure they know how to keep safe and where to get further support. There are opportunities to complete high quality work placements and participate in a carefully planned personal development programme. As a result, nearly all students achieve exceptionally well. Last year no student left without a placement and many were awarded places on courses offered by the very best universities.
- Sixth form leaders are not complacent and are driving forward ambitious plans for further improvement. These include expanding the sixth form to take even more students who are requesting places at the academy from next year.

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	139703
Local authority	Newham
Inspection number	450065

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,613
Of which, number on roll in sixth form	307
Appropriate authority	The governing body
Chair	Alan Bates
Headteacher	Rebecca Hickey
Date of previous school inspection	N/A
Telephone number	02037476060
Email address	r.hickey@chobhamacademy.org.uk

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