

Stockley Academy

Park View Road, Hillingdon, UB8 3GA

Inspection dates 4–5 June 2015

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires Improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Sixth form provision		Requires Improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Students do not make enough progress in the academy, particularly in Years 7 to 9.
- Leaders do not monitor and evaluate aspects of the academy’s work with enough rigour. Their views on the quality of teaching and achievement at the academy are over generous.
- Governors have not ensured that additional funding to support disadvantaged students has been managed well or has had enough impact.
- Governors are over reliant on information from senior leaders. They have been slow to halt the decline in standards since the previous inspection.
- Subject leaders’ evaluations of the quality of teaching do not take enough account of the progress students make over time. As a result, leaders have an unrealistic view of the quality of teaching.
- Leadership of the pastoral system is not effective. The curriculum to deliver students’ spiritual, moral, social and cultural development is not coordinated well.
- The behaviour policy has clear guidelines, although it is not applied consistently by all staff. Students do not always behave well in lessons and their behaviour requires improvement.
- The quality of teaching is inadequate. Teachers’ expectations of what students can achieve are low.
- Feedback is not consistent across all subjects. Comments that teachers make on students’ work are not helping them to improve. Teachers do not ensure that students correct their work.
- The most-able students are not challenged sufficiently to think deeply about their learning.
- Disadvantaged students achieve less well than other students in the academy. The gap between their achievement and other students is not closing.
- Students feel safe but not all staff manage bullying incidents equally well.
- The sixth form requires improvement as students do not attain consistently as well as most others nationally. Not all students enter the sixth form with five A*-C GCSEs, including English and mathematics.

The school has the following strengths

- The newly appointed Principal has taken swift action to begin to improve leadership and behaviour.
- English and literacy programmes for Years 7 to 9 promote improvements in reading and writing for students with low literacy levels. Results show their progress is improving, particularly in developing reading skills.
- Teachers provide effective support for students from minority ethnic groups and those who speak English as an additional language. As a result, the progress of these groups is improving.
- The quality of teaching and rates of progress in the sixth form are improving. Students have positive attitudes to learning.

Information about this inspection

- Inspectors observed 36 lessons or part lessons and visited 45 classrooms. Eighteen learning sessions were observed together with members of the leadership team.
- Meetings were held with the Principal, five governors, a variety of other leaders, and groups of staff.
- Inspectors talked to students informally and met with five groups of students in different year groups.
- Inspectors listened to a group of Year 7 students reading.
- During the inspection, sixth form lessons and activities were limited due to examinations and study leave. Inspectors examined students' files and met a group of Year 12 and Year 13 students.
- Inspectors observed students' conduct and behaviour at the academy during break and lunch times.
- Inspectors took account of 26 responses to the Ofsted online questionnaire (Parent View) and two email communications from parents, and spoke to a parent on the telephone.
- Fifty-four staff questionnaires were returned and considered by the inspection team.
- Inspectors examined a range of documents, including students' work, information on students' attainment and progress, and records of attendance and behaviour. They also checked minutes of governing body meetings, safeguarding logs, the academy's self-evaluation and improvement plan, and records relating to the monitoring of teaching.

Inspection team

Sheila Crew, Lead inspector	Additional inspector
Allan Barfoot	Additional inspector
Fatiha Maitland	Additional inspector
Nardeep Sharma	Additional inspector
Kirsten Heard	Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Stockley Academy is slightly larger than most secondary schools. It specialises in science and technology.
- The academy opened in September 2004 and is sponsored by Mr Barry Townsley. He is not a trustee of the company.
- Governance is provided through a board of trustees, constituted under a memorandum of association and articles of association, and is set up as a limited company. In addition, Stockley Academy is a registered charity. All the responsibilities of the trustees are given to the governors.
- There have been numerous staffing changes, including some at leadership level, since the previous inspection. The Principal is newly appointed; he took up the position in May 2015, a month before this inspection.
- The previous Principal left in April 2015, having been appointed on an interim basis by governors in November 2014.
- White British students form the main ethnic group. Just over a third of students come from a range of minority ethnic groups. A quarter of students speak English as an additional language, which is higher than the national average.
- The academy does not use alternative provision.
- Approximately half the academy's students are eligible for pupil premium funding. This is a high proportion compared to that found nationally. This is additional government funding used to support students known to be eligible for free school meals and those who are looked after.
- The proportion of disabled students and those with special educational needs is high compared to the national average.
- The academy does not meet the current government floor standards, which set the minimum expectations for students' progress and attainment.

What does the school need to do to improve further?

- Improve leadership and management, by:
 - ensuring that all safeguarding incidents are reported to appropriate parties and recorded immediately
 - reviewing regularly targets and timescales in the academy improvement plan to check that the academy is making progress quickly
 - developing a rigorous approach to monitoring and evaluating the quality of teaching by linking it closely to the progress students make over time and how they are improving the quality and presentation of their work
 - strengthening tracking systems so that the progress and attendance of disadvantaged students and those with special educational needs are monitored systematically to enable staff close gaps between them and other students
 - improving the way tutors deliver the spiritual, moral, social and cultural curriculum
 - ensuring greater consistency in the way staff handle bullying incidents and implement behaviour policies
 - increasing the rigour in the way attendance for disadvantaged students is monitored.
- Improve the quality of teaching and achievement for all students, particularly in Years 7 to 9, by:
 - ensuring all staff have the highest expectations of the amount, quality and presentation of work that students complete
 - improving feedback so that it clearly identifies what students need to do to improve and ensuring that students have opportunities to correct their work
 - providing suitably challenging and interesting work for students, especially the most able, to challenge them to think more deeply about their learning
 - ensuring that teachers' use of questioning deepens students' understanding

- ensuring that students' skills in writing and numeracy are consistently well developed across the curriculum
setting all students homework tasks which challenge and extend their learning.
- Improve sixth form provision by:
 - increasing attainment in A-level courses and the GCSE re-take examinations in English and mathematics
 - improving consistency in the quality of teaching
 - increasing the proportion of students who continue from Year 12 into Year 13.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the academy's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

are inadequate

- Leaders have not done enough to halt the decline in standards since the previous inspection. Students in Year 11 underachieved in 2014 compared to other students nationally. Students in other year groups make insufficient progress. Leaders have been slow to address significant weaknesses in other aspects of the academy's work. As a consequence, the overall quality of teaching and students' achievement are inadequate.
- Senior leadership in the academy has been significantly reorganised in the last year. As a result of changes of Principal and senior leaders' absence, leadership responsibilities have not been carried out consistently and whole-school policies have not been communicated clearly. Senior leaders have not worked effectively as a team.
- Leaders do not have an accurate view of the academy's strengths and weaknesses. There is limited evaluation of how teaching improves students' learning. For example, written records of the quality of teaching fail to take into account the progress students make over time or the quality of work in students' books. As a result, too many teachers are assessed as operating at an acceptable level when, in fact, the students they teach make poor progress.
- Subject leaders monitor their departments through observations of teaching. However, improvements are limited, as leaders are not rigorous enough in following up underperformance. They do not always carry out their responsibilities to check students' learning or progress over time.
- Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers.
- The Principal has improved behaviour since his recent arrival. Staff commented on the positive changes and expressed confidence in the academy's ability to improve the quality of education. Although this is changing, a small minority of staff are concerned about behaviour management and the communication between staff and senior leaders.
- Currently students' social, moral, spiritual and cultural development is shared between a range of curriculum subjects, such as science and religious education, and is delivered by different tutors. This means that there are wide variations in the way this part of the curriculum is taught. Students' opportunities to develop their understanding of aspects of modern Britain, such as the way democracy works, are too varied. The school provides a variety of after-school opportunities for students, including sports. While this helps to prepare them well for life after school in many ways, students' academic underachievement limits their future potential.
- Senior leaders set high expectations for behaviour. The behaviour policy has clear guidelines, although it is not applied consistently by all staff. Students show respect for people from different backgrounds and cultures. Discrimination is not tolerated. The academy fosters good relations well but does not promote equality of opportunity effectively in relation to achievement. This is because different groups of students do not achieve equally well.
- Additional government funding is not managed well and the tracking of disadvantaged students' progress has not been sufficiently rigorous. Leaders have used these funds to provide targeted interventions, such as learning mentors, breakfast and homework clubs, and additional support in English and mathematics. These interventions have not improved disadvantaged students' progress because leaders have not carefully monitored their impact and made necessary adjustments. Students do not achieve as well as their peers nationally or within the academy. The gap between their achievement and that of other students has increased since the last inspection.
- The curriculum includes a wide range of choices for students in Years 9, 10 and 11 and in the sixth form. Careers advice is regular and informative. Students receive visits from outside speakers, a range of assemblies and support through sessions with their tutors. However, students' poor performance in mathematics, English and other subjects leaves many of them not well prepared academically for the next stage in their education.
- The academy's safeguarding procedures and checks on staff meet statutory requirements and are effective in keeping students safe. Although record keeping is thorough and timely actions are implemented, procedures to record and report incidents are not always reported or completed immediately. Leaders closely monitor the attendance and behaviour of students.
- The academy accesses support from external consultants. While this support is providing some useful feedback on areas in need of improvement, leaders have not implemented the advice rigorously enough to ensure that the academy improves at a rapid pace.
- Parents are supportive of the academy leadership. However, results from Parent View show that a

significant minority of parents believe that the academy does not respond well to their concerns. Responses also indicated that they do not receive valuable information on their children's progress.

■ The governance of the school:

Governors have been too slow to bring about improvement at the academy. They are committed to their role within the academy but are over-reliant on information from senior leaders.

Governors have examined performance information and acknowledge, rightly, that achievement in Year 11 in 2014 was not good enough. They do not, however, have an accurate understanding of current achievement and the quality of teaching.

Minutes of meetings show that governors are aware of discrepancies between reviews of teaching and students' outcomes. They are involved in assessing teachers' performance and in rewarding them or withholding pay awards. However, governors' lack of understanding about the quality of teaching and students' achievement means that teachers are not rigorously held to account for students' poor performance.

Governors have not ensured that additional funding provided by the government to support disadvantaged students has been managed well.

Governors are perceived by a number of staff to have a negative influence on the leadership of the academy.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- A positive climate for learning exists in most lessons. Students are respectful to their teachers and their peers. Students are generally attentive in lessons and remain on task, but this is not always the case.
- The academy's behaviour policies are not implemented consistently by all staff. Students comment on variations between teachers in the way they deal with low-level disruption, particularly in younger year groups.
- Students speak positively about the academy and they relate well to one another in friendship groups. Behaviour around the academy is generally calm, although incidents of boisterous behaviour occur on occasion in corridors during break and lesson-change times.
- The programme to support students' personal, social, health and emotional needs is delivered by tutors and in assemblies. This requires improvement as there are inconsistencies in the quality of education provided during tutor-time.
- Disabled students and those with special educational needs comment on the strong support they receive from the school counsellor and from teachers in the Access and Inclusion Centre. They value their help which supports them in developing confidence and integrating with peers.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- The academy takes its responsibilities for safeguarding seriously and all statutory requirements are met. There is regular training for all staff; they generally have a clear understanding of their responsibilities and the academy's safety procedures.
- Students confirmed that they feel safe. They have a clear awareness of the different types of bullying, including homophobic and racist bullying. They are aware of how to keep themselves safe, both personally and online.
- Some parents expressed concerns about bullying. Inspectors discussed these concerns with students in groups and individually, and they said that incidents of bullying do happen but that they are dealt with swiftly. However, there are inconsistencies in the ways that different teachers handle these incidents.
- Attendance for students who are eligible for free school meals and for those who need extra help is lower than for other students. Persistent absence for some groups, such as ethnic minority girls, is higher than national averages.

The quality of teaching**is inadequate**

- Teachers have very low expectations of what students are able to achieve. Poor presentation and the minimal quantity of work produced by too many students are not sufficiently challenging. Some teaching fails to interest students.
- Teaching in Years 7 to 9 does not build on students' prior learning. Many students enter the academy with attainment below expected levels. They do not receive teaching that enables them to catch up. Too many fall further behind. Work in books lacks challenge and reveals large gaps in students' knowledge, including for disabled students and those with special educational needs.
- The quality of marking is not consistently good enough. For many younger students, most feedback does not provide students with a clear understanding of how to improve. Students' books show that they frequently do not act upon advice given.
- Students are not challenged sufficiently to think deeply about their learning; this is especially the case for the most able. Too often, these students complete the same work as others or spend too long on tasks that are too easy.
- Teachers do not assess students' grasp of key concepts and ideas thoroughly enough. Questioning used by teachers is ineffective in probing students' understanding and in deepening their learning.
- Students in Years 7 to 9 are rarely given homework which challenges them or extends their learning.
- English and literacy programmes for Years 7 to 9 promote improvements in reading and writing for students with low literacy levels. Results show they make better progress than in the past, particularly in improving reading skills.
- Teaching to develop students' writing skills across the curriculum is variable. Many teachers fail to check students' spelling, punctuation and grammar. Numeracy skills are not developed consistently well.

The achievement of pupils**is inadequate**

- Students enter the academy with low levels of prior attainment.
- In 2014, less than a third of students attained five or more A* to C grades at GCSE, including English and mathematics; this was well below the national average. The progress made by students in relation to their starting points was significantly below the national average, below government floor standards and indicates a decline in the percentage of students achieving this standard.
- White British students do not make enough progress in the academy, particularly between Year 7 and Year 9. Work in their books indicates there are many who are working below expected levels. Teachers do not expect enough of them and students underachieve.
- Disadvantaged students make poor progress from different starting points when compared with other students nationally. Academy leaders and teachers do not know their individual needs well enough. The extra support provided is ineffective and there is little to indicate that these students' progress is improving. In 2014, they were one GCSE grade in mathematics and three-quarters of a GCSE grade in English below other students in the school. Compared with other students nationally, the gaps were just over a grade in English and just under a grade in mathematics. Over time, disadvantaged students have not closed the gap in attainment with other students in the academy.
- Academy leaders assign significant resources to Year 11 students, including the most effective teachers. These teachers work hard to try to enable students to catch up on their underachievement lower down the academy. The academy has been successful in raising the attainment of some students in a number of subjects, for example English literature, business studies, health and social care, construction and citizenship. Less-able students also achieved improved results in GCSE sciences in 2014. However, grades achieved in most subjects were lower than other students nationally.
- Teachers provide effective support for students from minority ethnic groups and those who speak English as an additional language. As a result, the progress of these groups is improving and small numbers achieve well.
- Disabled students and those with special educational needs receive a range of extra support outside of lessons. The academy does not analyse the effectiveness of these sessions to ensure that these students make more rapid progress. In lessons, the work they produce indicates that they make the same poor progress as other students.
- The most-able students make inadequate progress. In the past, the academy has focused on students achieving a grade C, limiting the proportion of students who attain the higher grades of A* and A. Students have also taken their GCSE examinations early and this has affected adversely the progress they make.

The academy has changed its policy this year so that no early entries have been made. The academy's predictions for 2015 GCSE mathematics and English indicate they are on track to achieve higher results.

The sixth form provision

requires improvement

- Sixth form provision requires improvement because, although achievement for academic and vocational qualifications exceeds government minimum thresholds, attainment is still below average.
- Students enter the sixth form with GCSE grades that are lower than the national average. Not all students who enter the sixth form without a GCSE grade C in English and/or mathematics achieve this grade in Year 12 and Year 13. However, the academy is steadily improving attainment for students who re-take these examinations.
- In 2014, the very small numbers of Year 13 students taking A-level chemistry and mathematics achieved grades that were in line with other students nationally. However, students taking A-level art and design, media and film, and design and technology achieved grades that were well below national averages.
- Current performance information shows an improving trend. Inspection evidence shows that both rates of progress and projected attainment are on track to improve in 2015. The number of students studying vocational qualifications is increasing. Students studying Level 3 qualifications in business, health studies and dance achieve well and make strong progress from their starting points.
- Teaching and learning in the sixth form are not consistently good, but they are improving. A few students commented on staff absence and frequent changes of teachers in their subjects. There is some good teaching in Year 13 in performing arts, where students demonstrate skill, enjoyment and expertise in their learning.
- The head of sixth form has introduced units to improve students' study skills. Systems to track students' progress are rigorous. However, the number of students who leave the academy at the end of Year 12 is high and only a small percentage continue to take A levels in Year 13.
- Students comment positively on behaviour in the sixth form. The small number who stay in the academy until Year 13 have high aspirations. They value the careers information they are given by teachers and advice about the next stage of their education.

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	462154

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

Type of school	Secondary
School category	Academy sponsor-led
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	1005
Of which, number on roll in sixth form	157
Appropriate authority	The governing body
Chair	Marilyn Russell
Headteacher	Leo Gilbert
Date of previous school inspection	5–6 June 2013
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