

Inspection of City of London Academy, Shoreditch Park

Audrey Street, Goldsmiths Row, Hackney, London E2 8QH

Inspection dates: 26–27 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils are very proud of their school. Leaders have high expectations of pupils and pupils rise to these. Pupils said that they felt safe in school. Pupils attend well and are very punctual. Leaders offer pupils a lot of additional activities within, and beyond, the school day and these opportunities are part of the reason why pupils are happy. For example, pupils have excellent opportunities to learn to play a musical instrument as well as perform in concerts and musical productions.

Leaders have a clear vision for the school to be the best in the country. They believe that all pupils can succeed regardless of their background. Pupils respond to this belief in them by working very hard. Pupils said that bullying was not common. School leaders deal with any cases of bullying quickly and effectively.

Pupils' behaviour and attitudes to their work are exemplary. Pupils listen to one another respectfully and respond to staff requests without question. Behaviour in and around the school is excellent. For example, at lunchtime pupils eat with other members of their house. After eating, monitors tidy up and then all pupils reflect on a theme for that week. Pupils volunteer contributions which show good listening skills and mature responses to questions.

What does the school do well and what does it need to do better?

Leaders have a clear vision for the quality of education they want to offer pupils. Leaders have implemented this vision successfully in many subjects, for example in mathematics, English, science, music and physical education (PE). In these subjects pupils learn knowledge in a logical order and have opportunities to practise what they have learned. They are, therefore, well prepared for GCSE exams and further study.

In subjects like geography, history and religious education (RE) pupils do not have enough time to practise and reflect on the knowledge they have learned. Pupils choose their GCSE subjects in Year 8. This means there is less time to study some subjects in depth. For example, pupils in Years 7 and 8 confused aspects of the First and Second World Wars as they had not had enough time to study these fully and embed them. Pupils said they would have liked to study these subjects in more depth before choosing their GCSEs. Leaders do not ensure that pupils study RE to a suitable depth and breadth.

Pupils behave well in lessons. Leaders have ensured that all teachers plan well-structured lessons. 'Sizzlers' offer challenge in lessons and well-planned activities keep pupils focused. As a result, pupil motivation is high, and their behaviour is exemplary.

Pupils participate in a wide variety of additional activities. For example, pupils enjoyed playing sport, playing musical instruments and taking part in the art club.

Leaders also place very high value on public speaking skills. This is demonstrated through the school's success in debating competitions. Through assemblies, tutor time, lunchtime reflections and personal, social, health and citizenship education (PSHCE) pupils have a clear understanding of what it means to be a British citizen today. For example, pupils spoke proudly about their gender-neutral uniform and with maturity about discrimination.

Leaders are ambitious for all their pupils, including those with special educational needs and/or disabilities (SEND). Teachers plan lessons so that all pupils can access the materials. Teachers provide activities that both stretch and support pupils. All pupils are then able to acquire the relevant skills and knowledge. Teachers revisit knowledge to test it has been remembered. If necessary, they return to topics that have not been properly understood. For example, in mathematics teachers changed the curriculum for one group of students who were not achieving as well as expected. Pupils with SEND have the same access to learning as all other pupils.

The school is well led and managed. Staff in the school feel very supported by leaders. Teachers receive good training and leaders are considerate of teacher workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and there is also a weekly safeguarding update for all staff. Pupils are also taught how to keep themselves safe.

There are clear systems in place to identify pupils who may need support. All referrals, actions and involvement of external agencies are recorded meticulously. Staff know what to do if they have a concern about a child.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The humanities curriculum in Years 7 to 9 is not as well planned and comprehensive as in other subject areas. This means that pupils do not learn as much in these subjects as they do in, for example, English, mathematics and science. Leaders must ensure that the humanities curriculum in Years 7 to 9 is sufficient in breadth and depth to be equally ambitious as the national curriculum. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about.
- Pupils are not given time to learn RE in enough depth and breadth in Years 7 to 9. This means that pupils are not learning the knowledge that they should be and could also hinder their personal development. Leaders must ensure that the academy strengthens provision for RE so that it further supports pupils' spiritual,

moral, social and cultural development.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143756
Local authority	Hackney
Inspection number	10128875
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	Board of trustees
Chair of governing body	Robert Howard
Principal	Holly Arles
Website	www.shoreditch.cola.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened with a Year 7 cohort in September 2017. There are now three year groups, from Years 7 to 9. The school is currently housed in a temporary building and should relocate to its new building in September 2021.
- The school uses four alternative providers. These are The City Academy, Hackney, The City of London Academy Highbury Grove, The City of London Academy Highgate Hill and New Regent's College.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the principal, vice principal, senior leaders, subject leaders and teachers. We also met with the chair of the governing body, the local authority representative governor and the chief executive of the trust.
- English, mathematics, music, PE and science were considered as part of this inspection. In each of these subjects, inspectors met with the subject leader, visited lessons, spoke with teachers and pupils and looked at pupils' work.
- Inspectors scrutinised the school's policies relating to safeguarding, spoke with the designated safeguarding lead, and considered records of the suitability checks

the school makes on its staff. Inspectors asked many pupils for their opinions about safety, behaviour and bullying. Inspectors considered parents' responses to the Ofsted Parent View survey.

Inspection team

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