

Inspection of Bobby Moore Academy

1 Siding Street, Queen Elizabeth Olympic Park, London E20 2AE

Inspection dates: 12 and 13 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have high expectations of all pupils, from the Reception class through to Year 11. They want pupils to behave well, to be successful in their studies and to become active citizens in their community.

Both primary and secondary pupils like going to school and they feel safe. The school is in the shadow of London Stadium at Queen Elizabeth Olympic Park. The provision for pupils' personal development aims to make the most of this location. For example, leaders work closely with local external partners in art, sports and music to increase the range of experiences offered.

Leaders have put in place clear behavioural routines for the corridors, playground and canteen. As a result, there is a calm and orderly environment around the buildings. Consistent classroom routines mean that pupils start their learning straightaway. Teachers plan pupils' learning effectively. They set work to help pupils recall their previous learning and to prepare them for what they will study next.

Effective systems are in place to deal with bullying and pupils know whom to tell. Pupils learn about bullying and the importance of being kind to others. However, some pupils and parents and carers think that leaders could do more to prevent bullying or deal with it quickly when it happens.

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

Subject leaders are well supported by the trust's expertise. In each subject, they use and adapt resources developed by the trust to create ambitious plans for what pupils need to learn. Leaders plan subjects so that, over time, pupils increase their knowledge step by step. For example, pupils read the novel 'Oliver Twist' in Year 7. This introduction to Victorian literature provides pupils with the knowledge they need for future learning, for example when they study another novel by the same author.

Teachers check carefully what knowledge pupils have remembered and understood. They identify and correct pupils' misconceptions as they happen, so that these do not persist. Teachers plan together in their subject areas, and if they identify gaps in learning, they go over knowledge again.

Leaders make reading a priority. Children in Reception settle into routines and begin their reading journey straightaway. The teaching of phonics is well planned and delivered from the start of early years. Teachers are well trained and deliver the programme consistently. Leaders provide effective support for staff new to teaching the programme.

In the primary school, leaders make sure that adults read regularly to pupils. When staff read aloud, they make it fun and interesting, and pupils enjoy this. Pupils in the secondary school also listen to their form teacher read to them every morning. The

books chosen are challenging and introduce pupils to new vocabulary. These sessions give pupils the chance to experience a book they might otherwise choose not to read.

Pupils study a wide range of subjects that match the breadth of the national curriculum. In most subjects, leaders' expectations are well defined. However, in the secondary school, leaders incorporate pupils' learning in art and design into the curriculum for design and technology. Leaders have not made explicit what knowledge they expect pupils to have developed in art by the end of Year 9. This limits pupils' ability to develop a sufficiently rich understanding in this subject. Pupils are currently unable to continue studying art beyond Year 9. Leaders plan to change this.

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Leaders identify pupils' needs as well as the right type of support for each pupil. Teachers use this information effectively to plan learning that fully includes pupils with SEND.

Leaders have high expectations of behaviour. They have put in place clear routines to support their expectations. Pupils understand the system of rewards and sanctions, including in early years. As a result, behaviour rarely interrupts learning. In the primary school, pupils are especially keen to behave well and receive the 'gold' role model award.

Leaders have planned a comprehensive personal development programme. Their goal is to help pupils value themselves while also valuing the differences of others. Working with pupils, leaders have recently introduced equalities ambassadors. Pupils who take on this responsibility are keen to support their peers. Pupils take part in many clubs, including for various sports. They also take part in clubs to raise awareness of important issues, such as climate change.

Leaders have planned a careers programme to prepare pupils for the future. They provide information about external providers as well as employers, apprenticeships, and university. Staff receive training about different careers so they can better support pupils.

Trustees and governors hold leaders to account for all aspects of their work, including safeguarding and developing the curriculum. They are also highly supportive of leaders' work. Staff said that leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff receive regular safeguarding training. In addition to annual updates on government guidance, there are regular training sessions and

bulletins for staff. These help to keep staff's knowledge up to date. Staff also receive training about the risks pupils face in the local area as well as online.

Staff record all concerns about pupils' welfare promptly. Leaders are quick to arrange support and protection for pupils when needed.

Staff teach pupils how to keep safe. Pupils know about different risks and whom they should speak to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the secondary school, leaders currently deliver art knowledge and skills through the design and technology curriculum. The design and technology curriculum is planned to achieve key end-points in graphics, textiles and product design. Art knowledge and skills are woven into this curriculum, but the key knowledge leaders want pupils to know in art is not clearly planned and sequenced. Furthermore, pupils do not have the choice to study art in Years 10 and 11. Leaders plan to introduce art as a separate curriculum subject. Leaders need to prioritise this and make sure that they map out how pupils should build up their knowledge as they progress from one year to the next in this subject.
- Leaders have high expectations of behaviour and they do not tolerate bullying. Any incidents are taken seriously and managed well. However, a small yet significant number of pupils and parents feel that bullying occurs in school and that it is not dealt with promptly. Leaders need to ensure that pupils know what different types of bullying are, and improve their communication with pupils and parents if it does occur.

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 information from Ofsted Parent View 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 are the school and you are 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	144739
Local authority	Newham
Inspection number	10203913
Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	4 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	897
Appropriate authority	Board of trustees
Chair of governing body	Wim Bushell
Principal	Daniel Botting
Website	www.bobbymooreacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2017. There are now four year groups in the primary school from Reception to Year 3. There are now five year groups in the secondary school from Year 7 to Year 11.
- The school uses four registered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the principal, deputy principal and other senior leaders. Inspectors also met regional directors of the trust, a trustee, the chair of the local governing body and a local governing body member.
- Inspectors did deep dives in these subjects: early reading, English, history, mathematics and science. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Through discussions with leaders, trustees, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of pre-employment checks carried out before staff are appointed.
- Inspectors met with groups of pupils in the primary and secondary phases. They observed pupils' behaviour in lessons and at playtimes in both phases.
- Inspectors spoke to a range of staff about safeguarding, behaviour and about their workload in school. Inspectors looked at 60 staff responses, 84 parent responses and 252 pupil responses to Ofsted's surveys.

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