

Inspection of City Heights E-ACT Academy

33 Abbots Park, Tulse Hill, London SW2 3PW

Inspection dates: 29 and 30 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

The headteacher and his team have created a school where pupils feel safe. Pupils are happy to come to school and they enjoy their learning. Pupils said that the headteacher has made big improvements to the school. Pupils see these changes and now wear their uniform with pride.

Leaders want all pupils to achieve their best and be well prepared for the future. Pupils with special educational needs and/or disabilities (SEND) receive effective support from teachers so that they learn the same knowledge as their peers. Pupils take care over the work in their books. The books show that pupils are completing the work planned by their teachers.

Leaders have very high expectations of how they want pupils to behave. Staff and pupils understand the behaviour systems and staff apply them consistently. As a result, pupils take responsibility for their own behaviour and are respectful to one another and to staff. There is a calm, purposeful atmosphere in lessons and around the building. Pupils said that bullying is not an issue in this school. However, pupils know that they can tell a member of staff if bullying does happen. Pupils trust staff to deal with any problems they have.

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

Leaders have planned their subjects to be at least as ambitious as the national curriculum. Teachers plan topics in a way that allows pupils to build their knowledge step by step over time. For example, in history, pupils learn about the power of kings when they learn about the Normans and they build on this knowledge as they learn about African empires, the British Empire and Nazi Germany.

Not all pupils can learn a design and technology subject in Years 7 to 9. There are plans for pupils in Year 7 to learn about design and technology during drop-down days at another academy in the trust. Design and technology will be offered to all pupils in Years 7 and 8 in 2022. Therefore, the range of subjects on offer to pupils is not currently as broad as it could be.

Leaders check what pupils learn in the same way across all subjects. In lessons, teachers check that pupils remember key knowledge from previous lessons and topics. Teachers assess written work often and use this to identify gaps in pupils' knowledge. Teachers then plan future lessons to fill these gaps and correct misconceptions.

Reading is a priority for leaders. Leaders in English choose ambitious texts for pupils to read. Pupils in Years 7 to 9 have lessons in the library to support their reading. Teachers assess pupils' reading and encourage them to read more widely. Teachers across the school make sure pupils understand key vocabulary in their subjects.

Leaders make sure that pupils with SEND have access to the full curriculum and receive the support they need to do this. Teachers structure their lessons to allow pupils of different abilities to access materials. Leaders identify pupils' needs and share these with teachers.

Leaders have implemented a behaviour policy that staff and pupils understand. This means that pupils know what to expect. They have learned to manage their own behaviour very well. Pupils settle quickly to their learning and low-level disruption is rare. Pupils appreciate the calm learning environment and are eager to learn.

Leaders have created a wide number of opportunities for pupils to develop their character. Leaders work together with partners such as Dulwich College and have initiatives with Manchester United to provide opportunities to pupils beyond their academic studies. Leaders track participation in these activities and ensure that pupils from different groups are taking part. Leaders have a careers plan for all year groups in the school. Leaders arrange for pupils to meet with employers and post-16 providers. This helps pupils make decisions about their future.

There is a clear structure of governance in place and leaders are held to account on matters such as education, finance and the safeguarding of pupils. Staff enjoy working in the school and they respect the support they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training throughout the school year in addition to weekly safeguarding briefings. All groups of staff are aware of their responsibilities to keep children safe. They know the local issues facing pupils in the school. They know the signs they should look for and how to report concerns when they arise.

Leaders teach pupils how to keep themselves safe. Pupils know who they can report any concerns to, both in and out of school. Pupils have learned about harmful sexual behaviour in an age-appropriate way and they know what to do if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils in Years 8 and 9 do not study a design and technology subject. Pupils in Year 7 have limited access to study a design and technology subject. As a result, pupils do not have access to a broad range of subjects and this could affect their success in the future. Leaders must continue to implement their plans to deliver a design and technology curriculum to all pupils in Years 7 to 9, by 2023.

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	137954
Local authority	Lambeth
Inspection number	10202641
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	592
Appropriate authority	Board of trustees
Chair of trust	Lord Jim Knight
Headteacher	Errol Comrie
Website	www.cityheightsacademy.e-act.org.uk
Date of previous inspection	21 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses two registered alternative providers.
- The school has a specially resourced provision for pupils with SEND. The provision provides up to 14 places for pupils with autism spectrum disorder.
- The school meets the requirements of the Baker Clause.

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 received since the COVID-19 (coronavirus) 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 headteacher, deputy headteachers and other senior leaders. Inspectors also met the chief executive of the trust, the national director of the trust, the regional director of the trust and some trust ambassadors.
- Inspectors did deep dives in these subjects: English, history, mathematics, physical education, science and Spanish. 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 both key stages. They observed pupils' behaviour in lessons and at playtimes.
- Inspectors spoke to a range of staff about safeguarding and behaviour, and about their workload in school. Inspectors looked at 32 staff responses, 37 parent responses and 30 pupil responses to Ofsted's surveys. Inspectors also met with a small number of parents who came into school.

Inspection team

Mark Smith, lead inspector	Her Majesty's Inspector
Nigel Clemens	Ofsted Inspector
Jeff Cole	Ofsted Inspector
Ian Morris	Ofsted Inspector

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