

# Inspection of Sedgemoor Academy

Sedgemoor Road, Lewisham, London SE6 3QW

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Inspection dates: 28 and 29 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils learn a well-considered curriculum. Teachers help pupils to learn and remember more over time. Leaders have high expectations of all pupils.

Pupils are happy and safe here. There is a strong sense of community within the school. Pupils typically described their school as inclusive and diverse. Pupils enjoy taking part in school plays, sporting fixtures and chess club. Music and performing arts are at the heart of the school. Every pupil learns to play a musical instrument in Years 7 to 9.

Pupils are sensible and polite. Teachers reinforce good behaviour with rewards, which pupils appreciate. When bullying does happen, staff are supportive and quickly deal with it. Teachers motivate pupils to work hard. They encourage pupils to ask questions if they do not understand. Pupils value the support that staff provide them.

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

Leaders have thought carefully about what knowledge pupils should learn and when. Curricular thinking for all subjects is coherent and logical. It enables pupils to learn content that supports the next stages of their learning. Sixth-form courses are thought through to enable the logical build-up of knowledge over time. Teachers have strong subject knowledge. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Teachers enable pupils to learn and remember more over time.

Assessment is used carefully by leaders to enable teachers to identify gaps in pupils' knowledge. Teachers typically check for pupils' understanding during lessons. Occasionally, they do not pick up pupils' mistakes or misconceptions. As a result, some pupils move on to learn new content when they are not fully ready.

Leaders ensure that they promote the development of pupils' reading skills. Pupils who struggle with their reading are supported by skilled adults. All pupils are given time to practise their reading. This means that they become more confident and fluent readers.

Leaders have created a disruption-free environment. As a result, behaviour in lessons is generally focused and hardworking. Pupils are respectful to one another and their teachers. At lunch and breaktimes pupils' behaviour is orderly. Pupils enjoy receiving 'achievement points' and certificates in assemblies and rewards ceremonies.

Leaders ensure that pupils have opportunities through a varied programme of extracurricular activities. For example, pupils have performed at the Albert Hall,

accessed theatre workshops and participated in a range of sporting events. They celebrate different cultures and learn about life beyond school.

Pupils are taught how to keep themselves safe. They receive an age-appropriate sex and relationships education. Teachers encourage pupils to develop their mental and physical health. Pupils learn about British values and respect for different groups of people. In the sixth form, visiting speakers teach students about important themes, including sexual harassment.

Leaders provide a comprehensive careers programme. Pupils receive personalised support for their future aspirations. They have access to a range of outings and visitors who talk about different career paths. Sixth-form students receive a wide range of careers guidance.

Leaders have taken the school on a journey of improvement and remain highly ambitious for the school. Staff felt that leaders considered their well-being and that their workload was manageable. Pupils with SEND are well supported by teachers and support staff. Leaders and staff know how to identify and support these pupils' individual needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have all had the appropriate training on what to look out for and how to report anything of concern. A well-trained safeguarding team know how to identify needs and what steps to take next. Leaders ensure that monitoring systems of safeguarding concerns are robust. Leaders have demonstrated a persistence in securing the right support for vulnerable pupils from agencies outside of school. They work well with a range of provisions to help pupils with support, including in mental health. Pupils are taught how to keep safe, including from online cyberbullying.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- On occasions, teachers do not check pupils' understanding as sharply as they could. As a result, some pupils continue to have misconceptions in their learning and are not fully ready to learn new content. Leaders must ensure that all teachers have the required expertise to identify pupils' mistakes and correct them.

## 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.

## 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

<b>Unique reference number</b>	148003
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10241696
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	734
<b>Of which, number on roll in the sixth form</b>	63
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Yasmin Bevan
<b>Principal</b>	Clare Cassidy
<b>Website</b>	<a href="http://www.sedgehillacademy.org.uk">www.sedgehillacademy.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school formally joined the United Learning Group and was converted to an academy in September 2020. When its predecessor school, Sedgehill School, was last inspected by Ofsted, it was judged as requires improvement.
- The school uses one registered alternative provider.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

## Information about this inspection

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

This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

- The inspection team completed deep dives in these subjects: science, mathematics, geography and music. To do this, they met with subject leaders, visited lessons, had discussions with staff and pupils and considered pupils' work.
- Inspectors considered the curriculum in other subject areas, including modern foreign languages, English, art and design.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and the safeguarding and attendance officers.
- Inspectors met with members from the governing body and a trust representative. They also spoke with the director of education from the local authority.
- The inspection team reviewed the arrangements for safeguarding, including scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff were considered through discussions and looking at information collected from Ofsted's surveys.

## Inspection team

Una Buckley, lead inspector	His Majesty's Inspector
Christian Hicks	Ofsted Inspector
Nigel Clemens	Ofsted Inspector
Jude Wilson	His Majesty's Inspector

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