

# Inspection of Ark Evelyn Grace Academy

255 Shakespeare Road, Lambeth, London SE24 0QN

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Inspection dates:

9 and 10 November 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Previous inspection grade

Good

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

Pupils behave sensibly, try hard, and respect one another here. They are happy and enjoy attending school. Leaders have high expectations of pupils' conduct. Pupils are safe. When pupils report bullying, staff address it effectively.

Leaders' high ambitions for pupils' academic achievement, including for pupils with special educational needs and/or disabilities (SEND), are not fully supported by leaders' curriculum thinking across all subjects. Leaders are working to develop curriculum thinking in subjects where the curriculum does not routinely help pupils to build a deep body of knowledge.

All pupils attend a range of enrichment clubs at least once a week. These include cooking, sports and dance/fitness. Leaders also ensure that pupils follow a full careers programme. For example, through partnerships with local and international businesses, pupils across the school attend workshops and take part in work experience.

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

In some subjects, the curriculum is well designed. Subject leaders have thought about what pupils learn and the order in which they learn it. For example, in English, pupils in Year 7 study books set in Victorian London. In Year 10, this helps them analyse books set in the same period. The proportion of pupils who study the English baccalaureate is increasing year on year.

In some other subjects, curriculum thinking is not as clear. In these subjects, pupils do not study subject content in as much depth. Leaders are now working to improve the quality of education beyond English, mathematics and science. Some of this work is at an early stage.

Pupils do not study a full curriculum in Years 7 to 9. They have gaps in their learning because of the way that classes in some subjects are organised. A small number of pupils in Year 10 and 11 do not take part in physical education lessons with their peers. They are removed from these lessons in order to study separate sciences at GCSE. This means pupils do not study and build the full range of knowledge and skills to which they are entitled.

In some classes, leaders and teachers check that pupils understand what they have learned. In other classes, teachers do not routinely check pupils learning or identify and address gaps in pupils' knowledge. This means that some pupils, especially those with SEND, do not get all the support that they need.

Leaders identify pupils with weak reading skills and provide additional reading support. Leaders have recently introduced this support which is well organised. However, the impact on helping weaker readers to build reading fluency and

confidence is variable. Sometimes, staff provide pupils with books to read that are not well matched to their reading skills and pupils struggle to read them, because they are too hard.

Leaders know the needs of pupils with SEND. Sometimes, teachers do not adapt teaching to meet the needs of all pupils with SEND. In these classes, pupils do not have their needs met routinely well and are not helped to understand securely some of what they have been taught.

Pupils respond well to teachers' high expectations. They receive weekly updates on attendance and behaviour which are also shared with their parents and carers. Pupils appreciate this because it helps them to focus and reflect on their learning. Whenever learning is disrupted, teachers ensure that any problems are swiftly resolved.

All pupils in Years 7 to 9 attend enrichment activities after school at least once a week. Pupils are taught about keeping themselves safe. They are encouraged to take on responsibilities, including as school ambassadors. They receive independent careers advice and guidance. This enables them to make informed decisions about their futures. Pupils said that they would like more enrichment activities to take place during breaktimes.

Leaders' focus on pupils' personal development has had a positive impact on pupils' learning attitudes and knowledge of the wider world. Those responsible for governance support leaders and work hard with them to improve standards. However, improvements in subject leadership and curriculum thinking across all subjects are at early stages.

Staff praise the high-quality training that they receive. They said that leaders ask them about their workload and make efforts to improve their well-being. However, teachers also said that the workload can be intense at times and that leaders could do even more to reduce it.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff in the school felt a collective responsibility for safeguarding. They are well trained and have a clear understanding of the local risks that pupils face. If pupils need support, leaders ensure that it is swift and effective. For example, leaders have recently increased the school's counselling capacity. This supports pupils' mental health. Staff liaise with the police, social services and other external organisations on a regular basis. Pupils are taught about keeping safe online.

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

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

- Parts of the school curriculum are narrowed. Pupils do not study a full curriculum at key stage 3. A small number of key stage 4 pupils do not take part in physical education lessons with their peers. They are removed from these lessons in order to study extra science. This means pupils do not acquire the range of knowledge and skills to which they are entitled. Leaders should ensure that pupils study their full curriculum entitlement and build knowledge continuously throughout each key stage.
- Teaching is not routinely well adapted to meet the needs of pupils with SEND. Teachers do not typically check that pupils with SEND know and understand what is being taught. Sometimes, pupils with SEND do not understand and remember as much as they could. Leaders should ensure that teaching is appropriately adapted across the school for pupils with SEND.
- Subject leadership is variable. There are inconsistencies in curriculum thinking and delivery which, when combined, mean pupils do not receive a high quality of education. Leaders should strengthen subject leadership and build expertise where necessary so further improvements in curriculum thinking can be made across all subjects.

## 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>	135389
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10242049
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	464
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paul Marshall
<b>Principal</b>	Tim Dainty
<b>Website</b>	<a href="http://www.evelyngraceacademy.org">www.evelyngraceacademy.org</a>
<b>Date of previous inspection</b>	16 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school uses one alternative provision provider.
- The principal joined the school following the previous inspection. More recently, there have been a number of changes in teaching staff.
- 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 inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

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

- Inspectors held meetings with the principal and other senior leaders. Inspectors met with leaders with responsibility for SEND, careers education, personal, social and health education, behaviour, early reading and pupils' wider development.
- Inspectors carried out deep dives in these subjects: English, art, science and religious education.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the school's policies and procedures for safeguarding and supporting pupils' health and safety as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- Inspectors met with representatives from the trust and the local governing body.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

## Inspection team

Guy Forbat, lead inspector	His Majesty's Inspector
Duncan Kamya	Ofsted Inspector
Pamela Fearnley	Ofsted Inspector

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