

Inspection of Chadwell Heath Academy

Christie Gardens, Chadwell Heath, Romford, Essex RM6 4RS

Inspection dates: 15 and 16 November 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Sixth-form provision	Good
Previous inspection grade	Not previously inspected

Ofsted has not previously inspected Chadwell Heath Academy as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils are happy and proud to attend Chadwell Heath Academy. Leaders provide a safe environment, with an ethos that focuses on respect and opportunities for all. As a result, pupils feel safe and are kept safe at school. Many parents and carers commented on how much they value the regular communication from school leaders. This helps them to understand how well their children are doing.

Leaders have high expectations of behaviour and pupils do typically behave well. They are friendly and courteous to staff and visitors. Bullying is rare and staff deal with any incidences that arise swiftly.

The curriculum is broad and balanced but it has not been consistently well designed across all subjects. Pupils do not get sufficient opportunity to revisit and practise important ideas. As a result, they do not learn and remember as much as they should over time.

The sixth-form curriculum is ambitious and offers a wide range of subjects and qualifications. This enables many pupils to stay on to study the subjects of their choice. Students learn and achieve well in the sixth form.

Pupils enjoy accessing a range of extra-curricular activities, including the basketball academy, and in music and drama.

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

Pupils follow a broad and balanced curriculum that matches the scope of what is expected nationally. Leaders have considered what pupils need to learn in each area of the curriculum and in some subjects, the curriculum is well sequenced. For example, in physical education (PE), pupils learn about different ways to pass the ball. They practise these regularly and then select the best techniques to apply to different games. However, this is not typical. In several subjects, pupils learn ideas in isolation and do not get the opportunity to revisit important knowledge. As a result, they do not embed or deepen their understanding. This means, they find it difficult to discuss what they have learned and apply it to more challenging ideas.

Pupils typically achieve well in their examinations. This is because much of the curriculum has been focused on preparing pupils for the examination specifications. Developing a rich body of knowledge in different subjects has not been given full consideration in leaders' curriculum thinking and design.

While some teachers check pupils' understanding of what they have learned, this is not consistent. This means that errors and misconceptions are not routinely identified or corrected and, therefore, persist in pupils' work.

The curriculum in the sixth form is well designed and implemented. Staff have a secure understanding of what students need to learn. The curriculum is broken down into clear steps and emphasis is placed on ensuring that students revisit and apply important ideas in different contexts. For example, in languages, students learn about different forms of past tenses and apply this to their own writing and speaking. Similarly, in A level PE, students are taught about resistance and assisted training methods. They learn to apply this knowledge well in different sports.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Their needs are identified swiftly and communicated clearly to staff. Additional support is provided from well-trained and experienced staff. For example, a small number of pupils access entry-level qualifications in English and mathematics. This has supported their confidence when approaching GCSE subjects. There are, however, inconsistencies in how well adaptations are made to support the needs of pupils with SEND in other subjects.

Leaders place a strong emphasis on supporting weaker readers through implementing an effective catch-up programme. This sharp focus means many of these pupils quickly gain the knowledge and skills that they need to become confident and fluent readers.

Pupils typically behave well in lessons. They are sensible when moving around the school and out in the playground. There are positive working relationships between staff and pupils. This is because leaders foster a strong culture of respect. Pupils are encouraged to congratulate each other on their successes, for example, through rewards assemblies. Younger pupils specifically commented on the kindness older pupils show towards them.

Pupils' personal development is well supported. The curriculum has been designed to help pupils to learn about important topics, such as citizenship and democracy. Leaders have put in place a strong programme of careers advice and guidance. Pupils and sixth-form students access work experience and receive support with applications for their future education, employment or training.

While many pupils take part in a range of different enrichment opportunities, leaders do not check the uptake of these activities. This means that leaders are not clear if vulnerable pupils, including those who are disadvantaged and pupils with SEND, are accessing them as regularly as leaders intend.

Leaders, including those responsible for governance, do not have sufficiently strong oversight of the school's strengths and weaknesses. This means that they have not identified the right priorities for improvement.

Staff feel well supported with their well-being and workload. However, leaders have not considered staff development and training in different curriculum subjects.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that a range of training takes place for staff and governors. This helps staff to identify any potential risks. Staff know how to report their concerns. Leaders take swift action to support pupils and their families. This includes working with a range of agencies to ensure appropriate external help is sought when necessary.

Leaders and governors make appropriate pre-employment vetting checks for those applying to work at the school.

The curriculum has been designed to help pupils to understand how to keep themselves safe. For example, they learn about healthy relationships and the importance of consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in key stages 3 and 4 is not well sequenced. It does not routinely enable pupils to revisit and embed their understanding of important ideas. Leaders must ensure that the curriculum provides well-planned opportunities for pupils to revise and practise important content, so that they deepen their understanding and can tackle more complex learning.
- Teachers do not routinely check pupils' understanding of what they have learned. As a result, errors and misconceptions are not tackled and continue in pupils' work. Leaders should ensure that teachers are well trained in the subjects that they teach. They should ensure that teachers have the necessary subject expertise to check pupils' understanding and support pupils to learn and remember more over time.

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

Unique reference number	136267
Local authority	Redbridge
Inspection number	10228664
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1251
Of which, number on roll in the sixth form	332
Appropriate authority	Board of trustees
Chair of trust	Peter Brewster
Headteacher	Mark Weight
Website	http://chadwellacademy.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The current headteacher has been in post since January 2020.
- Chadwell Heath Academy converted to become an academy school on 1 September 2010. When its predecessor school, The Chadwell Heath Foundation School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Leaders make use of one registered alternative provider.
- 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 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.
- The inspection team completed deep dives in these subjects: English, science, geography, modern foreign languages and PE. To do this, they met with subject leaders, visited lessons, had discussions with staff and pupils and looked at samples of pupils' work.
- Inspectors also considered the curriculum and pupils' work in art, mathematics, design and technology, and computing.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and the safeguarding and attendance officers.
- Inspectors met with the three trustees, including the chair of the trustee board.
- The inspection team reviewed the arrangements for safeguarding by reviewing records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector	His Majesty's Inspector
Jan Shadick	Ofsted Inspector
Joseph Sparks	Ofsted Inspector
Hannah Glossop	His Majesty's Inspector
Olly Wimborne	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022