

# Inspection of Stationers' Crown Woods Academy

145 Bexley Road, Eltham, London SE9 2PT

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Inspection dates: 17 and 18 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Sixth-form provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils are kept safe at school. They appreciate the close working relationships that they build with staff through belonging to one of the 'four small schools'. Pupils know and value that staff listen to any concerns.

Leaders have high expectations of behaviour. Pupils appreciate leaders' approach to creating a calm and orderly environment. Bullying incidents are rare and resolved swiftly. Pupils are taught to respect others and value diversity. Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school.

Pupils follow an ambitious curriculum that is designed to help them to learn and remember more. Students in the sixth form access a broad range of courses. Teachers have high expectations of pupils. As a result, pupils achieve well. This is clear in the work that they produce.

A rich range of visits and activities are made available to pupils. Leaders have high expectations for pupils' involvement in these. For example, several pupils take part in the Duke of Edinburgh's Award scheme. Pupils can take on a leadership position in the school. For example, sixth-form students are trained to help younger pupils with their reading. Pupils appreciate the strong careers provision. This gives them information that allows them to make informed choices about their next steps.

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

Leaders are ambitious for pupils' learning. They have ensured that the curriculum matches, and in some cases exceeds, what is expected nationally. Leaders think carefully about planning a curriculum that is relevant to their pupils. For example, new English texts have been introduced to reflect pupils' own community and their identities.

Leaders have taken effective steps to retain the breadth of the curriculum, where recruitment challenges occur. Leaders also expect and support all pupils to make ambitious choices at GCSE, including studying a modern foreign language.

The curriculum is carefully sequenced, so that pupils build their knowledge cumulatively over time. For example, in computing, pupils learn about different programming languages. This foundation helps older pupils tackle Boolean logic with confidence. Teachers have good subject knowledge and present new concepts clearly. In order to strengthen their expertise further, teachers in each subject are well supported by curriculum advisers. Teachers consistently check what pupils have learned. This allows them to identify and address any misconceptions.

Leaders are ambitious for pupils with SEND, including those in the specialist provision. For example, every pupil with SEND has an assigned adult to support

them and provide a link with home. Leaders have focused on identifying and supporting pupils' specific needs and ensuring that this information is communicated with all staff. Many teachers use this information very well and make suitable adaptations to ensure that these pupils access an ambitious curriculum. Nevertheless, this is not consistently the case.

All pupils in Years 7 to 9 participate in specific reading lessons. Pupils who need help to read more fluently are quickly identified and supported through a number of interventions, including for phonics. These are led by appropriately trained staff and sixth-form students.

Leaders have high expectations of pupils' behaviour. As a result, lessons are rarely disrupted. Recent adaptations to the behaviour policy have included a greater focus on building positive working relationships. Staff and pupils appreciate these changes.

The curriculum has been designed to support pupils' personal development. For example, pupils learn about staying safe online and the importance of respecting different cultures. External providers provide additional opportunities, such as a recent workshop on fighting racism. The programme of careers education, advice and guidance is thorough. Sixth-form students enjoy taking on a range of mentoring opportunities.

Leaders understand the schools' strengths and priorities for development. They are well supported in their role by knowledgeable governors and trustees.

Staff at all levels feel supported by leaders. Most staff feel that their workload is well considered.

Although a small minority of parents and carers have mixed views about the school, leaders are taking a number of constructive steps to re-engage them with the school's work. For example, parents have been reminded about the lines of communication that are open to them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training. They know how to refer any concerns that they may have about pupils. Pupils are encouraged to share their worries, either online or in person. The safeguarding team deals with these swiftly. They liaise with external agencies where necessary. Record-keeping is secure and detailed. Leaders make appropriate checks when recruiting new members of staff.

The safeguarding team is reflective. They share important messages with staff regularly, including any feedback from pupils. Staff think carefully about the knowledge that pupils need to stay safe. For example, pupils are helped to understand healthy relationships and the significance of consent.

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

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

- In some subjects, support for pupils with SEND is not tailored precisely to their needs. As a result, some pupils do not consistently receive the high-quality support that they need to learn the intended curriculum. Leaders should ensure that all staff have the necessary expertise to ensure that pupils with SEND are supported consistently well to build their knowledge and understanding sequentially.
- A small minority of parents have mixed views about the school. Leaders are aware of this and are taking steps to communicate their work with parents. Leaders need to embed these new systems and continue to build on what is working well.

## 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>	141309
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10255356
<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>	1584
<b>Of which, number on roll in the sixth form</b>	243
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Frank Green
<b>Principal</b>	Subreena Kazmi
<b>Website</b>	<a href="http://www.scwa.org.uk">www.scwa.org.uk</a>
<b>Date of previous inspection</b>	24 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Leigh Academies Trust.
- The current principal took up post in September 2022.
- The school has a specialist resource base for 20 pupils with moderate learning difficulties.
- Leaders make use of six 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.
- The school is an International Baccalaureate World School offering the Middle Years Programme.

## 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.
- During the inspection, inspectors held meetings with the principal and other senior leaders. Inspectors met with representatives from the local governing body, board of trustees and staff from the Leigh Academies Trust, including the chief executive officer.
- Inspectors carried out deep dives in English, science, computer science, physical education and modern foreign languages. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- To evaluate safeguarding, inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- Inspectors gathered the views of pupils, parents, and staff through both discussions and responses to Ofsted's online surveys.

## Inspection team

Hannah Glossop, lead inspector	His Majesty's Inspector
Alice Clay	His Majesty's Inspector
Vikram Gukhool	Ofsted Inspector
Terry Millar	Ofsted Inspector
Ed Simmons	Ofsted Inspector

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