

Inspection of Lampton Academy

Lampton Avenue, Hounslow, Middlesex, TW3 4EP

Inspection dates: 8 and 9 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

The headteacher of this school is Stephen Davis. This school is part of Lampton School Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Natasha Woolman.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013.

What is it like to attend this school?

Lampton Academy sets high expectations for pupils' behaviour and achievement. Leaders are determined that pupils will excel. These expectations are reflected in the 2023 GCSE examination results which were very strong. Similarly, in the sixth form, students reach high levels of achievement. Pupils are ambitious and access a wide range of high quality options for their next stage of education.

The school has worked with parents, carers and pupils to establish and agree the behaviour policy. All staff insist on adherence to the routines that have been set out, and pupils uphold high standards of conduct and behaviour. In lessons, pupils keenly focus on the learning activities they are provided with.

Pupils feel safe at school, because they are confident of who to go to if they have a concern, such as bullying. They know that teachers will take swift action if needed to resolve any issues. As a result, pupils are happy here and treat each other with kindness and respect.

The school has established its character traits of 'grit, responsibility, kindness and being an intellectual' that underpin the way staff praise pupils. For example, in the sixth form students are recognised for volunteering their time to help younger pupils to practise their reading.

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

The curriculum at the school is clearly set out. Staff know what to teach at each stage including the technical vocabulary that pupils should know. In many subjects, the school's expectations exceed those of the national curriculum. Pupils remember what they have learned and master the skills they need. For example, in music they use African drums and work together to form sounds in polyrhythm and syncopation.

In lessons, teachers ask precise questions and check what pupils understand. Pupils can discuss what they know with confidence and accuracy. This extends to the sixth form where teachers ensure that pupils receive high quality feedback on their work. For example, in history pupils study model essays before writing their own and sharing these with the class for review. The behaviour of pupils in lessons is excellent, meaning that learning takes place in calm and focused classrooms.

The importance of fluent reading is given high priority. All teachers have received training and have the expertise needed to support pupils learning to read. New vocabulary is introduced carefully so that pupils can pronounce and understand each word. Those pupils who have fallen behind with their reading fluency are quickly provided with the help they need to catch up with their peers.

Teachers are knowledgeable experts in their subjects. Leaders have established a culture of professionals learning together which staff benefit from. Staff feel that they can speak to leaders and raise any matters around workload if necessary and leaders are proactive in managing the wellbeing of their teams.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified accurately and met securely. The school ensures that the curriculum is broad and accessible, but individualised when necessary. School leaders reflect and review the curriculum continuously to raise standards for these pupils. For example, leaders have set out a new path to ensure that pupils with complex SEND also access a broad curriculum and learn a modern foreign language in Years 7 to 9. Pupils in the specially resourced provision regularly benefit from the expertise of therapists and other professionals.

Pupils know why attendance at school is important and come to school regularly. Parents are sent a message every three weeks with their child's attendance figures to keep them informed. When necessary, leaders meet with families to resolve any barriers to school attendance. The school does everything possible to ensure pupils are in school, safe and learning.

The school takes a caring approach when implementing its behaviour policy. Pupils know that they are given an opportunity to have a discussion with an adult to restore any fractures in their positive professional relationships. They feel that they are treated fairly.

The curriculum for personal, social and health education (PSHE) is delivered by subject experts. The school prioritises the teaching of healthy relationships and safety so that pupils have the knowledge they need for the future. They receive individual careers advice to consider their next steps, and are offered trips to explore possible destinations. The school is strengthening its offer of work experience to ensure that all pupils have meaningful exposure to the world of work.

Pupils are proud of the sporting success of the school and the range of sports available to play. The school is improving its range of clubs so that more pupils will choose to join in. The new 'character curriculum' to teach values has been a success in Years 7 and 8 and is now being embedded by the school.

Trustees have a thorough understanding of the school. They seek external expertise to inform them as they challenge leaders to maintain excellence. They provide the necessary support to minimise any disruption created by staffing changes. As a result, leaders' morale is high and they feel able to fulfil their roles with confidence.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136341
Local authority	Hounslow
Inspection number	10323365
Type of school	Secondary
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	1512
Of which, number on roll in the sixth form	312
Appropriate authority	Board of trustees
Chair of trust	Natasha Woolman
Headteacher	Stephen Davis
Website	www.lampton.org.uk
Date of previous inspection	22 and 23 May 2013, under section 5 of the Education Act 2005

Information about this school

- The school is part of Lampton School Academy Trust.
- There is a specially resourced provision for pupils with SEND, specifically speech, language and communication needs, which serves 16 pupils aged from 11 to 18.
- The school uses one online alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school leads the London West Alliance Initial Teacher Training offer which operates from the school site.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the school senior leadership team.
- Inspectors carried out deep dives in these subjects: English, modern foreign languages, science, history and performing arts. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and visited the sixth form provision.
- Inspectors visited the specially resourced unit on site and met with leaders to discuss the provision for pupils in the unit.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with leaders and groups of pupils to understand the way in which the school supports their personal development.
- Inspectors met with trustees and representatives of the local authority.

Inspection team

Karim Ismail, lead inspector	His Majesty's Inspector
Karlene Dampha	Ofsted Inspector
Laurence King	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
Jude Wilson	His Majesty's Inspector
Debbie Lebrecht	Ofsted Inspector

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