

# Inspection of Reach Academy Feltham

53-55 High Street, Feltham, Middlesex TW13 4AB

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The co-headteachers of this school are Matilda Browne and Beck Owen. This school is part of Reach Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Cramer, and overseen by a board of trustees, chaired by Judith Tacon.

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

Everyone, from the Nursery to sixth form, is kept happy and safe. Pupils are rightly very proud to be a members of this unique community. Children and pupils learn early on to conduct themselves maturely and with a deep respect for other people.

Pupils talk to their teachers and each other responsibly. They are trusted to address their teachers by their first name. In turn, they trust their teachers to help them with any worries they may have.

As pupils get older, they are expected to become more independent and responsible for their own learning. They benefit from high-quality learning opportunities within a culture of care. Pupils get the right help to consistently meet the high expectations staff have of them. Pupils, including those with special educational needs and/or disabilities (SEND), achieve very well. They have exceptional opportunities to learn in the classroom and through enrichment activities and visits. Pupils learn to value themselves, each other, their school and their community. They are taught to feel optimistic about their futures through a very strong careers programme that starts in the early years.

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

The school offers a broad and highly ambitious curriculum for everyone. The English Baccalaureate is at the heart of school's curriculum at key stage 4. All pupils, including those with SEND, study at least one modern foreign language until they are aged 16.

All subjects are carefully and coherently designed from early years. Component knowledge is precisely identified so that it builds sequentially. For example, in mathematics, children learn about number, shape and pattern from the early years. This lays the foundation for geometry and algebra in later years. Likewise, in history, pupils learn about invasion, expansion and migration with increasing complexity. For example, pupils learn about the Romans in Britain in Year 3 and the Vikings in Year 7. Pupils then learn how migration and colonisation influenced American and British politics in Years 10 and 11.

Teachers' subject knowledge is excellent. There is a consistently high quality of delivery across subjects and phases. In every lesson, learning is optimised. Activities enable pupils to recap, rehearse and apply what they have learned. This supports all pupils, including those with SEND. Teachers also work with specialists such as speech and language therapists to ensure that needs are met effectively. As a result, pupils remember the key knowledge they need to be ready for the next stages. Teachers regularly check what pupils have learned and understood in lessons. They correct misconceptions as they occur.

Children in the Nursery learn sounds, language structures and vocabulary through songs, stories and rhymes. This is carefully planned so children have a strong base from which to learn phonics and writing. In Reception Year and Year 1, pupils rapidly learn to read with fluency. This is because of the expert and consistent approach to phonics used by staff.

Expertly trained staff identify and support those pupils who need more time to practise their skills. Mistakes are addressed quickly, with precision and without fuss. This has led to exceptional outcomes for all pupils. There is also a genuine love of reading throughout the school.

Behaviour is excellent. Consistently applied routines ensure learning happens without interruption. Pupils display highly positive attitudes to learning in class. They also help each other to behave well around the school. Older pupils and sixth-form students model positive behaviour to younger children when helping them tidy up at the end of lunchtime or playtime. The school tracks behaviour incidents carefully. It uses this information to inform what is being taught in the personal development curriculum. This way, any issues are quickly addressed, and high expectations are reinforced. The school manages attendance extremely well and attendance rates are high. It works with parents and other agencies to provide effective help and support to those who struggle to attend.

Pupils access a very broad and carefully planned enrichment and personal development curriculum. Pupils learn about healthy relationships, fundamental British values, different faiths and how to keep safe through lessons, workshops and visiting speakers. Pupils visit places of worship, theatres, museums and art galleries to expand their cultural capital and supplement their academic learning. Every year group from Year 3 onwards participates in a residential trip to develop independence and confidence. Students in Years 12 and 13 do cookery classes and financial workshops in readiness for when they live independently. There are many leadership opportunities for all ages. The school council campaigns for community projects and raises money for charity.

Governors and trustees at the school share a drive and ambition with school leaders to ensure all pupils access a future of opportunity and choice. They regularly review the school's work to ensure this is achieved. Engagement with staff, parents and the wider community is a priority. Staff consider leaders to be highly considerate of their workload and well-being. They value their training and development opportunities. Parents are overwhelmingly happy with the education and support their children receive at Reach Academy Feltham.

## **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

<b>Unique reference number</b>	138266
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10345940
<b>Type of school</b>	All-through
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	2 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>	934
<b>Of which, number on roll in the sixth form</b>	133
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Judith Tacon
<b>CEO of the trust</b>	Rebecca Cramer
<b>Headteacher</b>	Beck Owen (Co-Headteacher) Matilda Browne (Co-Headteacher)
<b>Website</b>	<a href="http://www.reachacademyfeltham.com/">www.reachacademyfeltham.com/</a>
<b>Dates of previous inspection</b>	11 and 12 March 2014, under section 5 of the Education Act 2005.

## Information about this school

- This academy is part of Reach Academy Trust. This trust currently consists of two schools. Reach Academy Hanworth opened in September 2024 with Reception and Year 7. They are currently being educated on the same site as Reach Academy Feltham while their school building work is being completed.
- The school has had Nursery provision for two-year-olds since 2015.
- The school currently uses one registered 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.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 carried out deep dives in English, including early reading, mathematics, modern foreign languages and history. To do this, they met with subject leaders, held discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspection team met with senior leaders, a selection of subject leaders, teachers and support staff.
- The lead inspector met with representatives from the trust and local governing body, including the chair of the trust and the chair of local governing body. They also spoke with a representative from the local authority.
- 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.
- The views of pupils, parents and staff were considered through discussions and their responses to Ofsted's online surveys.

## Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

Alan McDougall

Ofsted Inspector

Lisa Smith

His Majesty's Inspector

Ray Lau

Ofsted Inspector

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