

# Bobby Moore Academy

**Address:** 1 Siding Street, Queen Elizabeth Olympic Park, London, E20 2AE

**Unique reference number (URN):** 144739

## Inspection report: 20 January 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Early years

Strong standard ●

There is a clear and well-thought-through philosophy for learning in the early years. Teaching is very well delivered and shaped by an utmost commitment to inclusion. Learning opportunities, whether inside or outside, are appropriately used to enhance children's understanding of the whole curriculum. Phonics is prioritised from the first day of the Reception Year. Staff deliver the phonics programme with precision and expertise. Children relish learning to read with fluency and accuracy. They regularly practise their reading skills. Children particularly enjoy the diverse range of stories that adults read to them. High-quality interactions between staff and children are purposeful, with a clear focus on developing children's language and vocabulary. Leaders ensure that the curriculum that children learn supports a smooth transition into key stage 1.

Children achieve strongly across all areas of learning. The progress that children make is well supported by positive home–school relationships. For example, parents and carers come into school to learn how to best support their children in learning how to read. All children, including those who are disadvantaged and those with special educational needs and/or disabilities, learn the curriculum well.

Children are happy, well cared for and are very well prepared to be successful in their next stages of learning.

### Inclusion

Strong standard ●

All pupils' needs at the school, including those with special educational needs and/or disabilities and those who are disadvantaged, are quickly identified, assessed and addressed. Inclusion is seen as everybody's responsibility. As a result, staff work collaboratively and consistently to overcome barriers to learning and ensure that pupils succeed. In practice, this work means that pupils with additional needs achieve at least as well as, and often better than, their peers nationally.

Leaders evaluate the impact of practices and additional support for pupils in a timely and highly effective manner. This work allows them to ensure that the school's practices are precisely matched to pupils' needs and individual challenges. It also helps leaders to make sure that all staff are suitably trained to deliver the adaptive teaching practices that the school prioritises and values.

Parents and carers feel that the school knows their children well. They value how the school enables them to understand how best to guide their children's learning at home. Leaders ensure that there are close working relationships with external agencies to provide bespoke support for the needs of particular pupils, including those known to social care. This includes working constructively with the local authority. The use and impact of additional funding is carefully planned and evaluated. Leaders continually refine strategies to ensure that the impact on disadvantaged pupils' experiences of school is highly positive.

## Leadership and governance

Strong standard 

The current leadership team was put in place a little over 2 years ago. During this time, there have been rapid and tangible improvements in the quality of the curriculum and teaching that pupils routinely receive. Leaders have ensured, through appropriately designed curriculum changes and training for staff, that pupils successfully learn an inspiring and ambitious curriculum. Leaders have also been successful in addressing any challenges to attendance that pupils face.

Staff's professional development and wellbeing are well supported by leaders at the school. This includes early career teachers and trainees. Staff value the support and care they receive. All decisions made by leaders are in the best interest of the pupils and the community that leaders serve.

The trust provides robust and rigorous support for the school. It makes sure that decisions made by leaders are particularly focused on supporting pupils who are disadvantaged and those with special educational needs and/or disabilities. Trustees hold leaders to account, and they meet all of their statutory duties.

Leaders seek the views of parents and carers and work with them as a team to secure the best possible outcomes for the pupils.

## Personal development and wellbeing

Strong standard 

Leaders have a robust and relentless approach to promoting the personal development and wellbeing of pupils. They make sure that all pupils, including those who are disadvantaged, take part in a diverse range of activities and opportunities. This includes, for example, visits to theatres and museums. Opportunities are chosen carefully to help pupils take part in activities that they may not otherwise get to experience. The school has also designed its 'Living legends' house system to deliberately instil pupils with the belief that they can be successful in any field. Using their knowledge of the school community, leaders have given careful consideration to how best to inspire pupils and tap into their different personal interests and career aspirations. For example, pupils have the opportunity to go orienteering or have their creative writing reviewed by renowned figures in these respective fields. Other pupils have had the chance to debate with the prime minister at 10 Downing Street or to play the piano for a head of state. Pupils also take part in sports fixtures against schools from other parts of England. This helps them to learn about, and appreciate, the different experiences and views that others may have.

Pupils are highly appreciative of the careers education that they receive. Work experience placements help to both prepare them for the future world of work and educate them about the opportunities that are available to them.

The comprehensive personal, social and health education curriculum supports pupils to learn how to become successful members of modern Britain. Staff teach pupils how to keep themselves safe and healthy online and in the real world. Pupils learn about different religions. They learn to embrace and value cultures and ideas that are different from their own. Pupils are taught precisely about fundamental British values. They have opportunities to put these into practice through visits to different places of worship and electing pupil

leaders. Leaders ensure that teachers adapt their delivery of the curriculum to meet the needs of all groups of pupils successfully, including those with special educational needs and/or disabilities. Appropriate relationships education takes place at each key stage.

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## Expected standard

### Achievement

Expected standard 

Pupils are well prepared for the next stages of their education. This includes the children in the early years as well as sixth-form students. For example, last year, all students went on to education, employment or training after completing the sixth form. Pupils also perform well in national tests at key stages 1 to 4. For example, pupils attained above national averages in key stage 2 assessments and the multiplication tables check. GCSE outcomes are generally close to national averages. This includes for disadvantaged pupils, who often attain above national averages.

Pupils successfully secure the important knowledge that they need in reading, writing and mathematics. Performance in A-level examinations has not been as strong as in other external tests, but this has been addressed through both staff training and careful choices about the sixth-form curriculum. Students' work and the quality of their responses show that they are now making successful progress through the curriculum.

### Attendance and behaviour

Expected standard 

Leaders' work to improve the attendance of pupils is showing a positive impact. Pupils' attendance rates have improved in recent times. Leaders respond sensitively and effectively to any issues in the wider community that affect attendance. For example, most recently, leaders' actions successfully addressed a significant drop in attendance rates, and attendance at the school is now comparable with national averages. Families are well supported to ensure that their children can attend school each day.

Pupils' behaviour around the school is calm and orderly. This is because well-understood routines are consistently applied by all staff. Lessons are consistently purposeful. Pupils respect and support each other. All pupils try their best to learn the curriculum well. Bullying, harassment and any discrimination are never tolerated. Pupils understand this and feel safe and well cared for. Pupils' engagement with the school behaviour policy means that, year on year, fewer sanctions need to be applied. When behaviour does not meet leaders' high standards, pupils receive appropriate support. For example, where necessary, pupils benefit from 'masterclasses', which are used to teach and reinforce the school's expectations.

### Curriculum and teaching

Expected standard 

Leaders have a sound understanding of the curriculum that pupils learn. They have made sure that the curriculum is suitably coherent and stretching so that it supports the ambitions of pupils across the school. Leaders ensure that teachers have the subject knowledge and teaching skills to deliver the intended curriculum successfully. Where leaders identify training

needs for staff, such as following up when pupils have gaps in their knowledge, they generally make sure that appropriate support and guidance are put in place. Typically, this helps to ensure that teaching builds on pupils' sound prior knowledge and that staff know how to support pupils to develop a deeper understanding of the curriculum. Where gaps in pupils' knowledge are identified, these are typically addressed. Nevertheless, some teaching does not respond to and close these gaps as swiftly as it could.

Leaders have ensured that the curriculum is very well sequenced so that learning flows seamlessly from the early years through to the sixth form. Pupils gain strong foundations in their English and mathematics learning, which become the building blocks for their future academic success. A significant focus on pupils developing both written and oral vocabulary is seen throughout the school. All groups of pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, are supported to learn the curriculum equally well.

## **Post 16 provision**

**Expected standard** 

Leaders of the sixth form have a clear and accurate understanding of its strengths and areas for development. They have implemented timely and effective improvements this year, including in relation to staff deployment and training. The positive impact of this is already evident, for example in the improved attendance levels of students.

Leaders have made sure that there is a suitable curriculum in place for all students, including vocational courses where appropriate. Teachers have sound subject knowledge and teaching skills to enable them to deliver the curriculum effectively and as intended. Overall, sixth-form students learn the curriculum well, including disadvantaged students and those with special educational needs and/or disabilities. Students also take part in a wide range of activities outside of their academic learning, such as providing sports coaching for younger pupils and visiting employers and universities.

Leaders support students to be ready for the next stages in their education. Last year, all students entered employment, education or training. Students are well supported to aim high and achieve their career or educational aspirations beyond the sixth form, including progressing to university study. Students feel incredibly well supported in their learning. They express appreciation for the high-quality teaching that they receive.

## **What it's like to be a pupil at this school**

Leaders ensure that pupils at this school have no barriers to their aspirations. Pupils feel that they can achieve anything that they would like to do, including, for example, becoming rocket scientists and sports professionals. They are safe at the school and they say that staff teach them extremely well. There are numerous opportunities for pupils to broaden their horizons, from meeting heads of state and employees of well-known city firms to visiting renowned universities that are on the school's doorstep.

From the early years up to the end of the sixth form, pupils feel stretched and challenged by their learning. This inspires them to want to know and remember more. Typically, pupils

achieve well over time. They are supported to build a breadth of knowledge across curriculum subjects. Pupils with barriers to their learning, including those who are disadvantaged and those with special educational needs and/or disabilities, also learn the curriculum well.

All pupils benefit from the many broader experiences provided by the school, such as taking part in cooking clubs and plentiful sporting events. Leaders ensure that pupils are well prepared for life in modern Britain and beyond. Pupils are proud to complete charity work and are productive members of their local community.

Leaders support pupils to attend school regularly. When dips in attendance occur, strategies are quickly put in place to correct this. Behaviour inside and outside of lessons is positive and supports pupils to learn the curriculum well. If bullying occurs, it is not tolerated and it is swiftly dealt with.

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## Next steps

- Leaders should continue to develop their strategies to ensure that recent improvements in pupils' levels of attendance are sustained.
  - Leaders should continue to support teachers to use formative assessment successfully to ensure that any gaps that pupils have in their understanding are addressed swiftly.
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## About this inspection

This school is part of the David Ross Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Rose, and overseen by a board of trustees, chaired by David Ross.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the principal, senior leaders and representatives from the trust during the inspection.

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 inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school has appointed a new senior leadership team since the last inspection.

Principal: Sarah Donnelly

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**Lead inspector:**

Luke Stubbles, His Majesty's Inspector

**Team inspectors:**

Ogugua Okolo-Angus, Ofsted Inspector

Jonathan Newby, Ofsted Inspector

David Thomas Hatchett, Ofsted Inspector

Paul Campbell, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

## School and pupil context

### Total pupils

**1,085**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

### School capacity

**1,560**

Well above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

### **Pupils eligible for free school meals (FSM)**

**49.84%**

Well above average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

### **Pupils with an education, health and care (EHC) plan**

**3.32%**

Close to average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

### **Pupils with special educational needs (SEN) support**

**13.64%**

Close to average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

### **Location deprivation**

**Well above average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### **Resourced Provision or SEND Unit (if applicable)**

## **No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

### **Key stage 2**

### **Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		61%	
<b>2024/25 (revised)</b>	91%	62%	Above
<b>2023/24</b>		61%	
<b>2022/23</b>		60%	

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		74%	
<b>2024/25 (revised)</b>	95%	75%	Above
<b>2023/24</b>		74%	

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
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<b>2022/23</b>		73%	
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### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
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<b>Latest 3 year average</b>		72%	
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<b>2024/25 (revised)</b>	91%	72%	Above
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<b>2023/24</b>		72%	
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<b>2022/23</b>		71%	
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### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
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<b>Latest 3 year average</b>		73%	
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<b>2024/25 (revised)</b>	95%	74%	Above
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<b>2023/24</b>		73%	
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<b>2022/23</b>		73%	
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### **Key stage 4**

#### **English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	48.9%	45.2%	Close to average
2023/24 (final)	50.3%	45.9%	Close to average
2022/23 (final)	46.3%	45.3%	Close to average

## Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	45.4	45.9	Close to average
2023/24 (final)	47.0	45.9	Close to average
2022/23 (final)	43.5	46.3	Close to average

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.37	-0.03	Below
2022/23 (final)	-0.49	-0.03	Below

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

## Key stage 2

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	91%	47%	Above
2023/24		46%	
2022/23		44%	

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	100%	63%	Above
2023/24		62%	
2022/23		60%	

## Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	91%	59%	Above

Year	This school	National average	Compared with national average
2023/24		58%	
2022/23		58%	

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	91%	61%	Above
2023/24		59%	
2022/23		59%	

### Key stage 4

#### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	46.2%	25.6%	Above
2023/24 (final)	36.7%	25.8%	Above
2022/23 (final)	39.7%	25.2%	Above

#### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	42.3	34.9	Above
2023/24 (final)	41.5	34.6	Above
2022/23 (final)	42.0	35.0	Above

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.69	-0.57	Close to average
2022/23 (final)	-0.66	-0.57	Close to average

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	91%	69%	22 pp
2023/24		67%	

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2022/23</b>		66%	

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25 (revised)</b>	100%	81%	19 pp
<b>2023/24</b>		80%	
<b>2022/23</b>		78%	

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		78%	
<b>2024/25 (revised)</b>	91%	78%	13 pp
<b>2023/24</b>		78%	
<b>2022/23</b>		77%	

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25 (revised)</b>	91%	81%	10 pp
<b>2023/24</b>		79%	
<b>2022/23</b>		79%	

### **Disadvantaged pupils' English and maths GCSE grade 5 or above**

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25 (provisional)</b>	46.2%	52.8%	-6.7 pp
<b>2023/24 (final)</b>	36.7%	53.1%	-16.4 pp
<b>2022/23 (final)</b>	39.7%	52.4%	-12.7 pp

### **Disadvantaged pupils' Attainment 8**

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25 (provisional)</b>	42.3	50.3	-8.0
<b>2023/24 (final)</b>	41.5	50.0	-8.6
<b>2022/23 (final)</b>	42.0	50.3	-8.3

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.69	0.16	-0.85
2022/23 (final)	-0.66	0.17	-0.82

## Destinations after 16

### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	89%	91%	Average
2022 leavers (revised)	95%	93%	Average

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	24.03	34.99	Below
2023/24 (final)	21.55	34.38	Below

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.8	0.0	Below
2023/24 (revised)	-0.8	0.0	Below

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.4%	8.1%	Above
2023/24 (3 term)	9.4%	8.9%	Close to average
2022/23 (3 term)	12.1%	9.0%	Above

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	37.0%	21.9%	Above
2023/24 (3 term)	29.1%	25.6%	Close to average
2022/23 (3 term)	40.4%	26.5%	Above

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

### **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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