



Stockley Academy

Inspection Report

Unique Reference Number 134797
Inspection number 300246
Inspection dates 17–18 January 2007
Reporting inspector Robert Ellis HMI

This inspection of the academy was carried out under section 5 of the Education Act 2005.

Type of school	Academy	Academy address	Park View Road Yiewsley Middlesex UB8 3GA
School category	Non-maintained	Telephone number	01895 430066
Age range of pupils	11–18	Fax number	01895 430062
Gender of pupils	Mixed	Chair	Mrs Marilyn Russell
Number on roll (academy)	743	Principal	Mr Fred Groom
Number on roll (6th form)	67		
Appropriate authority	The governing body		
Date of previous academy inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
11–18	17–18 January 2007	300246

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Introduction

The inspection was carried out by four of Her Majesty's Inspectors.

Description of the academy

Stockley Academy opened on 1 September 2004, replacing the former Evelyns Community School. It moved to a new purpose built school located at the south end of the Evelyns site in 2005. The academy serves a socially disadvantaged community in the area of Yewsley and West Drayton and most students come from a relatively confined geographical area surrounding the academy. The number of students on roll is rising and there are more girls than boys. The academy is an increasingly popular school and is significantly over-subscribed in Years 7 and 8. The proportion of students entitled to free school meals is high and the proportion of students who have learning difficulties and/or disabilities is above average. Around three quarters of the academy students are of white British heritage and the proportion of students for whom English is an additional language is well above average. The academy previously experienced difficulties in recruiting suitably qualified and experienced teachers in some key subject areas.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the academy

Grade: 3

The academy correctly judges that its overall effectiveness is satisfactory. However, the academy is an improving school and it has many strengths. It is an increasingly popular school, but its senior leadership team is realistic and recognises that there remain areas for further development.

Students join the academy with standards that are below average overall. Weaknesses in literacy impede the learning of many students. Standards of attainment are below national figures. Results in examinations in 2006 were low. However, overall standards are rising and, given their starting points, the students' achievement is satisfactory.

Personal development and well being are good because students' social, moral and cultural development is good, they enjoy learning and are safe and well cared for. Students say that they are proud of the academy. Most students have positive attitudes to learning and their behaviour is satisfactory. However, there are too many students who, despite the academy's efforts, do not attend regularly and as a result do not make the progress that they should.

Most students are able to follow a broad and balanced curriculum and because teaching is satisfactory, and increasingly good, they make satisfactory progress in lessons and many are on course to meet the challenging targets set for them.

The academy is well led and managed by the principal and his senior team. They have a clear vision for the future of the academy and its students. Senior leaders monitor the work of the academy and have an accurate picture of its strengths and areas for development. The academy has excellent facilities and makes good use of them. The positive impact of actions taken since the academy opened demonstrates that it has capacity for further improvement.

Effectiveness and efficiency of the sixth form

Grade: 3

Standards in the sixth form are low but the academy provides a satisfactory quality of education for its students. Many students underachieved at GCSE level and as a result standards on entry to the sixth form are generally lower than those seen in most secondary schools. However, most make satisfactory progress in relation to their starting points. Teaching in the sixth form is satisfactory and some subjects enable students to make good progress.

The small numbers in Years 10 and 11 mean that the academy has not been able to increase numbers as rapidly as it would like. The comparatively small size of the sixth form results in small group sizes in some classes, which limits the range of learning opportunities and does not provide good value for money. The curriculum does not meet the needs and interests of all students because the range of courses is relatively narrow and does not exploit opportunities for progression from Year 11.

There are good opportunities for students to take responsibility and to contribute to the academy and the wider community. Sixth-form students are generally good role

models for younger students and they receive good care, advice and guidance which enables them to become mature and confident young adults. They speak positively about their experiences in the sixth form. Leadership and management of the sixth form are satisfactory.

What the academy should do to improve further

* Raise standards* Improve the proportion of teaching that is good or better* Improve attendance* Improve the sixth form curriculum so that it meets more precisely the needs and interests of the students.

Achievement and standards

Grade: 3

Grade for sixth form: 3

Standards of attainment on entry to the school have generally been below average and many students come to the academy with low attainment in literacy. The attainment of students who took Key Stage 3 national tests in 2006 was well below the national average and although the academy's challenging targets for mathematics were exceeded, the targets for English and science were not met. At GCSE the academy's target of 32% of students achieving 5 or more A*-C grades was met, but only 19% achieved the five higher grades including mathematics and English. Although standards remain below average the rate of improvement is higher than that of similar schools.

In lessons most students make satisfactory progress and there are no significant differences between the progress of groups of students, including those who have learning difficulties and disabilities.

Standards on entry to the sixth form are generally well below average and standards attained in the sixth form in 2006 were well below average. However, taking in to account their low starting points this represented satisfactory progress.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

Students are proud of the academy. They feel safe and secure and say that the few incidents of bullying are dealt with effectively. Learning leaders play an important role in improving behaviour and students' sense of well-being. Students are polite, friendly and helpful; they work well together and respect each other, resulting in good relationships among students and between students and adults. They say they enjoy school and this can be seen in their positive attitudes in lessons. Behaviour is satisfactory in lessons and around the academy and students generally move purposefully between lessons. Despite the academy's best efforts, attendance, while improving, remains too low and around one in six students do not attend well enough to enable them to make the progress they should. The academy successfully promotes

a healthy lifestyle through a good range of clubs and sporting activities, healthy options in the canteen and the innovative Health4U initiative which works in partnership with Healthy Hillingdon and the local primary care trust. Students are satisfactorily prepared for their future given their low levels of literacy and numeracy.

Students' moral, social and cultural development is good while their spiritual development is satisfactory. Year group assemblies provide a valuable opportunity to develop a sense of community and reinforce the central values of the academy, such as respect for others.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 3

The quality of teaching and learning is satisfactory overall, with good elements. This is in accord with the academy's evaluation, and accounts in part for the improvements in the students' achievements. Typically, teachers plan their lessons carefully and give thought to what students of different abilities should learn. Questions are usually well targeted, demanding more of those who attain more highly. However, this is not often carried through into the tasks that they are asked to complete, which are usually the same for everyone in the class. This means that some students are not stretched enough. Teachers collect a wealth of information about the students' levels of attainment, the progress they are making and their target grades. However, the information is not yet used fully to identify the precise next steps for students in the teachers' lesson plans.

The proportion of good teaching is increasing, in response to training and coaching that the academy provides. The academy has rightly identified that many students need help to learn more effectively. In the light of this, teachers have broadened the range of strategies they use in lessons to include more opportunities for group work and discussion, for example. This has begun to have a positive impact, but there is still some way to go as in many lessons students tend to be passive, rather than active, learners. They are not often involved in evaluating for themselves how much they have learned in lessons. Nevertheless, students' attitudes to learning are positive and their behaviour in lessons is satisfactory and increasingly good. These attributes have also helped bring about improvements in achievement.

Curriculum and other activities

Grade: 3

Grade for sixth form: 4

The curriculum for Key Stages 3 and 4 is satisfactory. It is suitably broad, appropriately balanced and reflects the academy's emphasis on the development of literacy skills through all subjects. Because of previous staffing difficulties the academy's specialisms

in science and technology have not had a significant impact on the curriculum or on the outcomes for the students in these areas. Weekly enrichment afternoons for younger students aim to increase motivation and maintain their engagement with learning. Students in Years 10 and 11 are helped to choose options which are appropriate for their needs and aspirations, including opportunities for work-related learning. However, they are not able to study music at GCSE level as a result of difficulties in recruiting a suitably qualified and experienced music teacher. A wide range of extra-curricular activities helps to broaden the students' horizons and increases their enjoyment of learning.

The sixth-form curriculum is inadequate. The range of accredited courses is too narrow. It does not fully match the needs of all of the students and opportunities for progression from Year 11 are not fully exploited. Links with other providers are just beginning to develop.

Care, guidance and support

Grade: 3

Grade for sixth form: 3

Students are well cared for. Teachers and learning leaders provide good support for learners who say they feel safe and happy and that staff are very approachable. The academy provides effective support and advice for students who are facing emotional or behavioural difficulties. Child protection procedures are robust and health and safety and risk assessments are in place.

Academic guidance is satisfactory. Too few students know their targets well or what they need to do to achieve them. There are robust systems for tracking the progress students, make but this information is not used sufficiently well to inform teaching or to help students achieve high standards. Students are well supported by their tutors, who regularly help them review the progress they are making. Opportunities to help the students to select appropriate courses are satisfactory, as is careers guidance.

Leadership and management

Grade: 3

Grade for sixth form: 3

The principal and his senior team provide good leadership and management. He knows the academy well and has a clear picture of its strengths and weaknesses. Managers are beginning to take responsibility for raising achievement and ensure that the academy runs smoothly from day to day. Monitoring of teaching and learning is focussed on developing good practice but analysis of the resulting data does not always lead to significant improvement in the classroom. Governors provide a good balance of challenge and support and have a sharp focus on making sure that the academy does its best for its students. Vetting procedures for all adults who work with students are robust but the academy does not maintain an up to date central record

of staff which displays evidence that the identity, qualifications and checks for criminal records are all held in one place.

Parents are supportive of the academy and parents' consultation evenings are well attended. The academy is developing a positive reputation in the local community as is shown by the waiting lists for admissions to Year 7 and 8.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	Academy Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
How well does the academy work in partnership with others to promote learners' well-being?	2	3
The effectiveness of the academy's self-evaluation	3	3
The capacity to make any necessary improvements	3	3
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
The attendance of learners	4	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	3	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	4
How well are learners cared for, guided and supported?	3	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this academy require special measures?	No	
Does this academy require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

Thank you very much for letting us observe your lessons and a special thank you to those of you who spoke to us about the academy and the work that you do.

We were impressed by your friendliness and how well you look after the academy and each other. You told us that you enjoy being at school and feel safe and well looked after. We were pleased to see that many of you like eating healthy food and understand the benefits of exercise. Most of you are keen to learn but some of you don't get involved enough in your lessons and expect the teachers to do too much for you. Too many of you don't attend the academy as often as you should and as a result do not do as well as you might.

The people who have responsibility for making decisions about your academy know what it does well and what needs to improve. They encourage you to play your part in continuing to make the academy a better place to learn and achieve.

There are many things which are already improving rapidly but there are a few things we think you need to focus on.

Your academy needs to: * expect more from you and help you become independent so that you can reach challenging targets* continue to work hard to get you all to attend regularly* make sure that teaching is good enough to enable you to work as hard as you can in every subject and learn as well as you can* develop the curriculum in the sixth form so that it meets your needs and interests.

I am sure that if you all work together you can make the necessary improvements.

Thank you again for helping us with our work and making our visit to Stockley Academy so enjoyable.

Robert EllisHer Majesty's Inspector