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9 October 2008

Mr Ian Storey  
Principal  
Stockley Academy  
Park View Road  
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Middlesex  
UB8 3GA

Dear Mr Storey

Ofsted monitoring of Grade 3 schools (revisit)

Thank you for the help which you and your staff gave when Alison Storey HMI and I inspected your school on 1 October 2008, for the time you gave to our phone discussions and for the information which you provided before and during our visit. Please extend our thanks to the staff and students who gave up their time to talk to us.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 17 January 2007, the academy was asked to:

- 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.

As a result of the Grade 3 monitoring visit on 4 March 2008 progress was judged to be inadequate which, combined with the poor behaviour of the pupils, raised serious concerns.

Having considered all the evidence I am of the opinion that at this time the academy is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement. Good progress has been made in tackling the pupils' poor behaviour and their behaviour is now satisfactory.

During the inspection the academy site was calm and well ordered and behaviour in classrooms was good. The code of behaviour is well established and the monitoring

of pupils' movement between lessons was very good. The introduction of a daily senior management team detention has significantly reduced the number of internal truants. The seclusion unit continues to help to reduce the number of fixed-term and permanent exclusions.

The unvalidated results for the 2008 GCSE examinations indicate that whilst the proportion of pupils achieving 5 A\*-C has remained the same there was a disappointing fall in the proportion of students obtaining 5 A\*-C including English and mathematics. This leaves the Academy in the national challenge grouping. Unvalidated results for the Key Stage 3 national tests show continuing improvement in English at Level 5 and 6, with mathematics broadly the same as last year. In science the number of pupils achieving Level 6 rose but at Level 5 it fell.

Satisfactory progress has been made in improving the quality of teaching and there are good plans in place to continue the improvement. The increased capacity of the senior management team has enabled more systematic monitoring of teaching and learning. The senior management team has a good grasp of the strengths and weakness in teaching across the academy. Its members are taking appropriate action to deal with those staff who cannot consistently deliver at least satisfactory lessons. Better use is being made of pupil data to inform teachers' planning and it is also being shared with pupils in lessons and in tutor time. Whilst many pupils were aware of the national curriculum level or GCSE grade they were working at not all of the Key Stage 3 pupils were clear what lay behind the grade in terms of what they needed to do to improve. Most teachers have introduced different learning objectives within the lesson to match different pupils' needs. However not all of the learning objectives are sufficiently challenging.

Attendance continues to improve but the decline in attendance as pupils move from Year 7 to Year 11 is still very apparent. Significant improvements to the range of curriculum choices, particularly a good range of level 2 courses at Key Stage 4, are slowly helping to improve attendance in Key Stage 4.

Good progress has been made in improving the sixth-form curriculum through the introduction of new academic and vocational courses. Numbers are increasing in the sixth form, retention rates are rising and results have improved significantly.

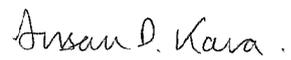
The challenging but necessary restructuring of the provision for inclusion and pupils with special needs is well under way. The appointment of the full-time special needs co-ordinator has been essential and combined with the appointment of three learning support officers should lead to the more effective deployment of the team of teaching assistants.

Two new assistant principals started in the summer term and this has had a significant impact on the senior management team's capacity to lead improvement. The principal and vice principal work very effectively together and are driving forward improvement. They are increasingly able to plan their work more

strategically ensuring that policies and strategies are fully implemented across the whole academy.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in blue ink that reads "Susan D. Kara". The signature is written in a cursive style.

Susan Kara  
Her Majesty's Inspector