

Stockley Academy

Inspection report

Unique Reference Number	134797
Local Authority	NA
Inspection number	341529
Inspection dates	28–29 April 2010
Reporting inspector	Roderick Passant

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	957
Of which, number on roll in the sixth form	104
Appropriate authority	The governing body
Chair	Mrs Marilyn Russell
Headteacher	Mr Ian Storey (Principal)
Date of previous school inspection	17 January 2007
School address	Park View Road Hillingdon Middlesex
Telephone number	01895 430066
Fax number	01895 430062
Email address	inf@stockleyacademy.com

Age group	11–19
Inspection dates	28–29 April 2010
Inspection number	341529

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by five additional inspectors. They observed 35 lessons or part lessons and 35 teachers. Meetings were held with a range of key staff, groups of students, and governors. Inspectors observed the work of the academy and looked at a range of documentation including those relating to child protection and safeguarding, external evaluations and the academy's improvement and raising attainment plan. In addition, 42 parent questionnaires received within the time limit were analysed and used to inform the team's judgements. A further 36 questionnaires received after the closing date were scrutinised and were added to the database after the inspection was completed. Comments from all questionnaires were followed up.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the level of challenge and support for middle-attaining students.
- boys' performance in lessons and the effectiveness of strategies to raise achievement and aspirations
- how students' language skills are developed and extended
- the current impact of the academy's specialism.

Information about the school

Stockley Academy opened on 1 September 2004 and moved into its new building in 2005. It is broadly average in size and oversubscribed in most year groups. The proportion of students entitled to free school meals is high as is the proportion of students who have learning difficulties and/or disabilities; a broadly average number of students have statements detailing their specific needs. Around a quarter of students come from a variety of ethnic heritage backgrounds. The proportion of students for whom English is an additional language is high. The academy has gained an award (intermediate) for its international work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The academy was judged satisfactory at the last inspection but then went into a period of decline, particularly relating to behaviour and attendance. The current Principal, on his appointment, effectively brought the academy back onto an even keel. Although the current judgement of the academy's effectiveness is similar - that is satisfactory - there are important key differences. Essentially, there is now a depth of good leadership across the academy. Whilst the principal acknowledges that there is much to do, nevertheless there is an unremitting drive to raise standards. Students recognise the improvements that have taken place. They feel particularly safe because behaviour is now satisfactory and often good in lessons and around the academy; students report little bullying. Because the academy's leadership has an extremely accurate picture of itself, founded on very good self-evaluation, sharply defined and effective planning for improvement, along with clear evidence of improvements that have taken place, there is good capacity to take the academy forward. While many of these initiatives are relatively recent and require further embedding to ensure consistency in approach or application, or are aimed at tackling a legacy of low standards and need more time to take full effect, nevertheless, there is a strong sense of impulsion, of the academy moving forward rapidly.

The academy is now managing to erode its historical low standards and there is an improving trend. The academy is now 'settled' as a student described it with far less reliance on temporary staff. Effective identification of the needs of students is leading to greater tailoring of courses and specific interventions to meet the needs of students and reinforce success. This has led, for example to significant improvement in the science standards and greater visibility of the academy's specialist nature. In addition, the rapid introduction of vocational courses is also contributing to a step change improvement in current standards this year. This is not simply crystal ball gazing but is based on careful monitoring of student's attainment and progress, which in the past have proved accurate, results from early entry at GCSE, and module assessments.

Achievement is satisfactory. Students' progress has historically been broadly satisfactory given their low starting points; this too shows signs of significant improvement. In the past, poor behaviour, low attendance, low levels of literacy skills, and lack of academic confidence have all combined to slow progress over time. These have been and continue to be tackled effectively. Attendance, for example is now above average. While there are many older students who want, can, and do succeed, they often require adult support, sometimes intensive, with, for example, holiday revision sessions and close mentoring to maintain a positive attitude 'can do' attitude. The school has yet to ensure that students generally take a greater responsibility for their learning; seeing it as a partnership with

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

their teacher rather than viewing the teacher as the provider. As one middle manager expressed it, 'we need to pull the students along rather than having to push them'. Marking and feedback to students, so that they not only know what their targets are, but even more importantly, know more precisely what it is they have to do to achieve them are, as yet, inconsistent.

The academy is working hard to tackle students' overall low aspirations and lack of motivation by providing a wide range of opportunities for success within its enrichment programme. For example, during the inspection a number of Year 9 students visited Brunel University as part of the 'Aim Higher' programme. Improvements in the way support is targeted to meet individual students' needs, for instance the Year 7 support class, not only means that these students are making improved progress but that the academy is also tackling the mixture of flippancy, apathy and general disengagement from the real world, used as a veneer to compensate for their academic difficulties, which still affects some boys across the school.

Teaching is satisfactory but it has improved since the last inspection; it continues to improve. Good teaching and learning are evident in the majority of lessons with consequent improvement in the progress that students make. There remains, however, too much variation in the way lessons are planned to meet students' particular needs, the level of challenge in the lesson and the degree that students are actively engaged in the tasks that they undertake.

What does the school need to do to improve further?

- Raise standards and accelerate students' progress by:
- ensuring that teaching is consistently good so that lessons
 - meet the wide range of needs, even in classes grouped by ability
 - provide students with appropriate challenge
 - are designed to engage students actively in the tasks either individually or in groups
 - consistently encouraging students to take more responsibility for their learning and improving their independent learning skills
 - ensuring students receive consistent high quality marking and feedback so that they know not only what their targets are but also what they have to do in order to improve their work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

There is generally a calm purposeful ethos in classrooms. In most lessons, students make at least satisfactory progress, working sensibly. In the majority of lessons across

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the academy, students are focused on the task, challenged appropriately, enjoy their work and make good progress. Well-targeted interventions and support are leading to improved progress over time.

Standards at the end of Year 9 have risen, reflecting good progress for many students given their starting points and indicates an improving picture. The performance at 5 A* to C GCSE grades including mathematics and English were in 2009 the academy's best results and close to the national challenge target. The academy is on course to attain above this target this year and for a significant improvement in the overall pass rate at 5 A* to C grades. Boys' performance historically lags behind that of girls largely because of historic attendance and behaviour issues. Close mentoring and support, along with specific interventions to support boys' underachievement, are currently in place to tackle this effectively. English as an additional language students do well relative to first language English speakers in 5 A* to C grades. Current school data linked to anticipated GCSE results indicate significant improvement in students' overall progress. Students with special educational needs and/or disabilities make similar or slightly better progress to their peers.

Students understand the key elements in maintaining a healthy lifestyle. Prefects take pride in their responsibilities around the school and in their support of younger students and other students take their responsibilities such as sports leaders, or librarians or part of the recycling team seriously. The school council has contributed ideas for improvements to the academy and overseen some charity events but it does not yet have a high profile. The fact that the academy is oversubscribed reflects well on the ambassador role of its current students within the community. Most students gain 5 A* to G grades and a very large majority of students go onto further education or employment when they leave the academy indicating satisfactory future economic well-being. Students gain in academic confidence and self-esteem over time and they do have opportunities to reflect on their own lives and those of other people. Students generally get on well with students from other students from different backgrounds and their cultural development is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The academy has a cadre of skilled teachers. Teachers generally have good relationships with the students, which underpin the learning. Teachers know the students and use praise and encouragement well, managing their behaviour in a positive fashion, effectively anticipating a problem. Questioning at its best is accomplished, drawing extended responses from students and challenging them to think more deeply. Subject knowledge is generally good and teachers often present the lesson with energy and enthusiasm to carry students along, making good use of the data projectors to focus their attention and bring additional resources into the classroom. What distinguishes the good lesson from the satisfactory is the way that the planning and the lesson's execution provide appropriate challenge or support to the wide range of students' needs, including those middle attainers, often quiet, on task but easily missed. In some lessons, students are relatively passive and teacher talk dominates. Detailed data about students' progress are now available and used effectively by senior leaders. There is strong inter-relationship between the curriculum and the care, guidance and support that the academy provides. Individual students in need of additional support are carefully assessed and support and courses put in place are appropriate to their needs whether academic, emotional, behavioural or social. Effective and committed support for individuals has made a radical difference to their life chances. There are close links with specialist agencies and services to support the work with individuals. Significant work has been undertaken on the curriculum since the last inspection both in the range of courses and introduction of vocational elements. The supported curriculum, which operates along the lines of a primary classroom for a class of Year 7 and Year 8 students, is effective and allowing younger students to make good progress particularly in their literacy skills. While the curriculum and the quality of care and guidance are still in the process of being refined and developed further, they are effectively tailored to provide support to students who are not making the progress that they should through targeted interventions for both individuals and groups. 'Immersion days', offering in-depth learning have proved effective and are planned to be further extended within the personal, social and health education programme with older students.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The academy's specialism is now given a much higher profile with a wide range of activities such as the engineering challenge for Year 8, the science cafe and the work around the Lego centre, involving local primary schools in transition work. The academy's links with China and a trip to France are part of a process of broadening students' horizons. There is an excellent focus on enterprise and imaginative enrichment activities making effective use of outside partners. Just under a half of students participate in extra-curricular activities, which include homework and revision classes. Attendance has improved significantly because of the academy's work and drive, although it remains an issue for a very small minority and some tailing off with older students persists. There are good induction procedures and effective careers guidance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The principal leads the academy well and is supported effectively by the senior leadership team and strengths in middle management. Most staff report that they understand what the academy is trying to achieve. Further improvement of teaching is a key focus in the academy's improvement plan and is based on an accurate perception of lesson quality and the overall percentage of good teaching in the academy. There is good provision for professional development and support.

Governance is good; the chair of governors and the governing body provide clear strategic leadership and are appropriately challenging. They hold the academy to account effectively and are ambitious for the school and its students. They take their responsibilities for safeguarding seriously and consequently arrangements for child protection and ensuring that students are safe are good. Promotion of equal opportunities is satisfactory. The school is largely a cohesive community reflecting satisfactory community cohesion.

There has been improvement in the academy's relationship with parents reflected in the very high turnout at recent parents' meetings and that most parents feel informed about their child's progress. The academy's building and resources make a very significant contribution to the academy's growing ethos of achievement. Some class sizes in the sixth form are very small but overall the academy provides satisfactory value for money.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Good leadership is leading to improvements and the sixth form has come a long way since the last inspection. Students value the leadership of the sixth form and feel that their views are listened to. Students paint a positive picture of life in the sixth form, valuing the enrichment activities, although they would like even more opportunities in sport and elsewhere. Standards have risen significantly and there is a positive ethos because the curriculum has developed in breadth. Teaching is satisfactory but students feel that they are pushed to do their work and they value the relationships that they have with staff. Students make at least satisfactory progress and the number of applicants for higher education is growing, reflecting increased aspirations. They would like more support with their applications for higher education. Students act as very good role models around the academy; they make the most of their study time working effectively in well-resourced areas showing evidence of the ability to work independently and cooperatively. A small minority of students are persistent absentees despite the efforts, recognised by students, to improve attendance.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account: Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

Questionnaire responses indicate that a large majority of parents judge that they are overall happy with their child's experience at this school, that their child enjoys school and that it is led and managed well. The academy's leadership is good; it has brought about significant and ongoing improvements. The majority of parents think that teaching is good, although inspectors found that teaching is overall satisfactory. Most parents think that the academy keeps their children safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stockley Academy to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 78 completed questionnaires by the end of the on-site inspection but 42 within the time limit. In total, there are 957 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	24	42	54	12	15	4	5
The school keeps my child safe	22	28	44	56	8	10	3	4
The school informs me about my child's progress	22	28	43	55	8	10	4	5
My child is making enough progress at this school	21	27	38	49	10	13	6	8
The teaching is good at this school	16	21	29	37	8	10	7	9
The school helps me to support my child's learning	13	17	40	51	13	17	7	9
The school helps my child to have a healthy lifestyle	14	18	47	60	12	15	3	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	23	39	50	9	12	5	6
The school meets my child's particular needs	21	27	37	47	10	13	6	8
The school deals effectively with unacceptable behaviour	24	31	34	44	9	12	10	13
The school takes account of my suggestions and concerns	13	17	44	56	8	10	7	9
The school is led and managed effectively	21	27	39	50	9	12	7	9
Overall, I am happy with my child's experience at this school	25	32	35	45	9	12	8	10

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Students

Inspection of Stockley Academy, Hillingdon UB8 3GA

Thank you for making us so welcome in your school. My particular thanks go to those students who gave up their time to talk to us. What you had to say was both thoughtful and helpful. I thought that I would share with you our findings from our visit.

The academy has improved significantly since it was last inspected. Its overall effectiveness is satisfactory; the curriculum and the care, guidance and support that the academy provides are now good and both aspects are helping to raise standards. You reported that you feel particularly safe and that there was little bullying. Behaviour has improved; it is satisfactory and often good in lessons and around the academy. You understand what goes to make up a healthy lifestyle and while you make a satisfactory contribution to the school community, the fact that the academy is oversubscribed suggests that you are good ambassadors in the local community.

The academy is now beginning to improve standards at GCSE. Year 11 students are on track to gain much improved standards. Teaching is good in the majority of lessons; overall it is satisfactory because while you have many skilled teachers, teaching is not yet consistent. I have asked the Principal to work with staff to ensure that lessons consistently are planned to meet the wide range of your needs, provide you with appropriate challenge and provide you with more opportunities to work actively either as individuals or within groups. I have also asked him to ensure that you not only know the target you are aiming at but also that you have a more precise idea what you need to do in order to improve your work and that you take more responsibility for your learning.

Staff work very hard on your behalf, in some cases they work harder than you do in lessons! Many of you tend to rely on adults to push you in your work. The success of the rowing crew at Henley just goes to show what determination, fitness and a positive 'can do' attitude can achieve, even though you had never been in a boat before! The academy is led well and continues to improve. With your help it will be able to continue this process all the faster.

Yours sincerely

Roderick Passant

Lead inspector

The normal convention in inspection reports is to use 'pupils' to describe 11-16 year olds who attend the school and 'students' to describe the sixth form. The school's preferred term is 'students' to describe all who attend and this has been used throughout the report, although headings have not been changed.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.