

Inspection of a good school: Ormiston Bridge Academy

Finlay Street, London SW6 6HB

Inspection dates:

21 and 22 September 2021

Outcome

Ormiston Bridge Academy continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to Ormiston Bridge. Staff work closely with pupils. They find out about their needs and the barriers to learning they may have had at their previous schools. Pupils said that they know the staff care about them and their well-being.

Staff work hard to provide pupils with a safe and calm school environment. They organise the school day to minimise situations which may make pupils feel anxious. Because of this planning and attention, pupils feel safe. Pupils said that bullying or aggressive behaviour rarely happen. They know that staff deal quickly with any issues.

Staff have high expectations of all pupils. Leaders have chosen the curriculum carefully. Their decisions are based on making sure that pupils can be successful in their learning. Some pupils join the school part way through the academic year. Staff quickly identify if they have gaps in their learning. They provide personalised support to help pupils to get back on track and learn well.

Leaders and staff prepare pupils effectively for their next steps in education and training. This includes supporting pupils' readiness to return to mainstream schools. Leaders continue to check how well pupils are doing after they have left. They make sure that pupils get extra help if they need it.

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

Leaders are clear about the purpose of the school's curriculum. They have focused on ensuring that pupils have the knowledge and skills they need to be successful in their future lives. Leaders also want all pupils to obtain recognised qualifications, including in English and mathematics. They understand the importance of this in helping pupils to pursue their goals for education and employment.

Many pupils join the school after experiencing disrupted periods of education. Leaders and staff find out as much as they can about each pupils' needs. They identify what

knowledge pupils need to go over again. Staff use this information well to help pupils to catch up on learning they have missed.

Pupils with special educational needs and/or disabilities receive high-quality support. Leaders provide each pupil with a bespoke plan. These set out the help pupils need to learn and behave well. Leaders share this information effectively with staff. As result, staff are skilled and confident in supporting pupils. Leaders organise additional input from external professionals, including therapeutic provision. These professionals contribute well to staff's work to ensure pupils' needs are met.

In Years 9, 10 and 11, planning and teaching builds up pupils' knowledge effectively. Leaders and staff know what pupils need to achieve by the end of each course. They break learning down into logical steps so that pupils work towards these goals. These steps in pupils' learning are not as clearly mapped out in Years 7 and 8. Leaders are now prioritising making sure the curriculum in Years 7 and 8 fully prepares pupils for their future learning.

Some pupils find it hard to read fluently. Leaders know it is essential that this is addressed. They provide pupils with a highly focused phonics programme to develop their confidence and accuracy. Some pupils have also lost interest in reading for pleasure. Staff encourage pupils to read regularly. They help pupils find texts they that they might enjoy, including newspapers and non-fiction texts. Pupils like talking about what they are reading during tutor times.

Sometimes, pupils find it hard to follow routines and expectations for their behaviour. Pupils know that staff will treat any poor behaviour fairly and quickly. Pupils are given time to discuss and reflect on this behaviour. Low-level disruption is addressed by staff to ensure that pupils stay focused on learning. Pupils explained that staff's clear expectations helped them to understand how they need to conduct themselves, both in school and wider society.

Pupils take part in activities, such as horse riding, to broaden their experiences. Leaders choose activities which aim to develop pupils' self-confidence. For example, pupils work with a theatre company to try out public speaking. Leaders also work closely with local organisations to increase the opportunities available for pupils, for instance access to specialist sporting facilities. Through these partnerships, pupils also undertake work experience and study for additional qualifications, including in the arts.

During break and tutor times, staff take time to join in with sports or play games with pupils. Pupils enjoy these social times. They appreciate that staff spend timing getting to know them, for instance by asking about their interests outside of school.

Staff said that they feel well supported by leaders. Leaders recognise the need to give staff opportunities to discuss their work and the challenges they may face.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of the potential issues that many pupils face. Staff have received training to support pupils effectively. For example, they have been trained to recognise the signs of trauma. Staff know the procedures they need to follow if they are worried about a pupils' well-being.

Leaders and staff recognise concerns quickly. Regular meetings to discuss behaviour and safeguarding matters mean that any issues are identified early. Leaders work closely with other professionals to keep pupils safe.

Pupils understand what they need to do to keep themselves safe, including online. They appreciate that staff speak to them in a mature way and do not shy away from sensitive conversations, such as discussions around harassment, online safety or gang affiliation.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In Years 9 to 11, subject plans are carefully sequenced to build up pupils' knowledge. However, leaders have not given the same attention to the curriculum in Years 7 and 8. In some subjects, the curriculum is not yet sufficiently well planned and sequenced in these year groups. In part, this is because during the pandemic, few pupils joined the school in Years 7 and 8. However, leaders have made an effective start on making the necessary improvements to the curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in February 2017.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139509
Local authority	Hammersmith & Fulham
Inspection number	10200505
Type of school	Alternative provision
School category	Academy alternative provision sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	Board of trustees
Chair of trust	Paul Hann
Headteacher	Ms Keziah Raphael
Website	www.oatlondonacademies.co.uk
Dates of previous inspection	2 and 3 February 2017, under section 5 of the Education Act 2005

Information about this school

- The school caters for pupils who are at risk of exclusion or have been excluded from mainstream schools. Some pupils attend the school for short periods of time before they return to mainstream schools.
- The headteacher was appointed in September 2020.
- The school joined the Ormiston Academies Trust in September 2021.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteachers and members of staff. Inspectors also met with members of the academy trust and the governing body.
- Inspectors did deep dives in these subjects: English, mathematics, science and personal, social, health and economic education. For each of these subjects, inspectors

held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.

- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. Inspectors also considered safeguarding records, documentation and the school's single central record of staff suitability checks.
- Inspectors also considered responses to Ofsted's surveys for pupils, parents and staff.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Nasim Butt

Her Majesty's Inspector

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