QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CLAREMONT HIGH SCHOOL ACADEMY

Name of School:	Claremont High School Academy
Headteacher:	Nicola Hyde-Boughey
Hub:	Chrysalis
School phase:	Secondary
MAT:	Chrysalis Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	LEADING
Date of this Review:	12/02/2020
Overall Estimate at last QA Review:	OUTSTANDING
Date of last QA Review:	29/01/2019
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	13/05/2015

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all Levels	Leading
Quality of Provision and Outcomes	Leading
AND	
Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs	
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	A strategy for recruiting and retaining high quality staff, 29/01/2020
Overall Peer Evaluation Estimate	Leading

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Claremont High School Academy, located in Brent, is a larger than average-sized 11–18 school. The school converted to academy status in 2011 and is the founding member of the Chrysalis Multi Academy Trust.
Driven by its core mission statement, 'to prepare our students to realise their full potential', the school is committed to inspiring and supporting students of all backgrounds and abilities. In partnership with parents/carers and the wider community, the school also aims to promote the individual progress and well-being of all students and to help them work towards excellence in academic, social and cultural activities.
The proportion of students with special educational needs and/or disabilities (SEND) is below the national average. The proportion of disadvantaged students is below the national average. Over half of students have a first language identified as other than English. The proportion of students from minority ethnic backgrounds is high. The largest group is of Indian heritage. The school is heavily over-subscribed.

2.1 Leadership at all Levels - What went well

- The headteacher is passionate about achieving the best for all students. She has created an atmosphere where both students and staff feel appreciated and cared for. With her team, she provides exceptionally strong leadership. As a result, all staff are resolute and strive for excellence every day. All students subscribe to the core values at Claremont High school: 'Excellence, Respect, Aspiration, Enjoyment and Perseverance.'
- Senior and middle leaders rigorously evaluate the quality of teaching and learning. This has led to remarkably high levels of consistency of experience for students across subjects.
- Opportunities for professional development are wide-ranging, including undertaking research projects. Teachers work together, sharing good practice, to develop particular aspects of the school. Teachers are encouraged to be examiners and moderators. Consequently, staff have excellent subject knowledge and are up to date with the latest academic and vocational courses and examination requirements.
- Excellent tracking systems enable staff to monitor the progress of individual students. A plethora of support and intervention is available to students who are underachieving in a particular subject. Consequently, all groups of students, including boys, the less and most able and those disadvantaged are on track to make strong progress in 2020.
- The curriculum is planned carefully to make best use of the students' interests and aptitudes. Leaders have a clear rationale for ensuring that students benefit from a wide choice of subjects, both academic and vocational. Leaders keep the

curriculum under regular review to make sure that it meets students' needs.

- All students progress onto appropriate next steps in their education or training because they are well prepared to do so. The rich variety of extra-curricular activities enables students to develop other practical and social skills. Music has long been celebrated at Claremont both for the subject's academic prowess and its cultural enrichment of all students' lives. This has led to a wide and varied offer of music activities and competition, with high levels of participation. Students also take advantage of various educational visits to broaden their cultural experiences. Year 9 students are encouraged to take part in the Duke of Edinburgh award scheme. It gives them "perseverance, confidence and develops team spirit".
- Leaders ensure that there is a well-organised programme to develop students' spiritual, moral, social and cultural development. This programme of engaging assemblies, tutorials and lessons develops students' understanding of fundamental British values.
- Students' behaviour in lessons and around the school is exemplary. Relationships between staff and students are highly positive. Students move around the school calmly. They socialise with each other in a friendly and considerate way. Students show a high level of respect for the school environment, which is bright and engaging with numerous displays celebrating the students' many successes. The elected school council play an active role in influencing school life. Year 13 students in the sixth form train their peers in Year 12 to become anti-bullying ambassadors.
- Governors are knowledgeable, skilled and have the necessary experience to rigorously hold leaders to account. They demonstrate passion and an unwavering commitment to secure the best outcomes for all students.
- Teachers and leaders are using their expertise to support teachers in other schools. For example, they lead pupil premium reviews with other schools.

2.2 Leadership at all Levels - Even better if…

…leaders continued to forensically address in school variations (attainment, progress, gender etc.) across all key stages.

3.1 Quality of Provision and Outcomes - What went well

- Teaching is of a consistently high standard across the vast majority of subjects. Teachers have exceptionally high expectations of students and want the very best for them. They challenge students successfully so that almost all make rapid and sustained progress from their starting points.
- Highly committed, skilled and enthusiastic teachers inspire and motivate students to achieve their very best. Students are inquisitive and eager to develop their

knowledge and skills. Teachers create a respectful learning atmosphere in which students feel comfortable asking for points of clarification or attempting difficult questions. As a result, they develop a thorough understanding of each subject.

- Students appreciate greatly the wide-ranging and stimulating strategies that teachers use to check their understanding. Excellent and skilful questioning by teachers extends learning and builds students' confidence and resilience. Students develop higher-order thinking skills that help them to grasp complex topics. Teachers challenge misconceptions sensitively and clearly, which supports students to make exceptional progress. This is because they know their students well and plan their learning activities to best meet their needs.
- Students are highly motivated and take ownership of their work and the progress they make. They identify improvements and redraft assessments to improve their grades. Students know their minimum expected grades and the progress they are making towards these. They are ambitious and take steps to do even better. Teachers provide very useful and thorough feedback on students' work that enables them to fulfil their potential. Regular tests and assessments develop students' understanding and recall, consolidating their knowledge base.
- Students have many opportunities to write extended pieces of work across all subjects, not just in their English lessons. Checks on least-able students' work found that students are regularly asked to write extensively. In science, they are encouraged to write with clear explanations of scientific processes. In MFL, Year 9 high achieving students use different tenses and complex vocabulary in their books.
- Students make strong progress in English and mathematics, typically better than students nationally. This has been consistently positive since the previous inspection. The progress from different starting points, of students in a range of subject areas other than English and mathematics, is also better than for students nationally. In science and humanities particularly, students' progress is strong.
- The most able students make excellent progress across all subjects, with many achieving the very highest grades in a wide range of subjects, including English and mathematics. This is because they are challenged very well. The excellent quality of teaching increases their confidence because they understand how making mistakes is as valuable as getting things right.
- In the sixth form, students can either follow an academic pathway, with a selection of A level courses, or a vocational route. Students' outcomes have gone from strength to strength. Progress was above the national average in 2019 in most academic subjects.
- Thoughtful and closely tailored careers guidance is a strong feature of sixth-form provision. A wide range of destinations is encouraged for students, including universities, apprenticeships and employment.

3.2 Quality of Provision and Outcomes - Even better if…

…a minority of teachers adopted the strategies for stretch and challenge observed in the best lessons.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The provision for students with SEND is very well led and the additional funding for these students is spent wisely. Students have benefited from additional enrichment and personalised support. They are very well supported within the curriculum. Very well-developed links with parents and other agencies further enhance students' progress.
- Students who are new to English make exceptional progress in school as they are rapidly exposed to the full range of subjects. This accelerates their language acquisition.
- Leaders make highly effective use of pupil premium funding. It is used to help individual students overcome specific barriers to their learning through a wide range of enrichment activities. Consequently, disadvantaged students make exceptional progress. The most able students, including the most able disadvantaged, are systematically challenged by the curriculum. Their progress is exceptionally strong in most subjects.
- Disadvantaged students and students with SEND demonstrate highly positive attitudes towards learning. They settle quickly in lessons and are keen to engage in the activities that teachers plan for them. They have a thirst for knowledge and routinely question their teachers and classmates to enrich their understanding.

4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if…

…leaders continued to audit provision for disadvantaged students' cultural capital development, especially experiences outside school.

5. Area of Excellence

Raising progress of disadvantaged students through a whole school approach.

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

- Throughout the past three years, leaders have been on a journey to diminish differences between disadvantaged and non-disadvantaged students. In 2017, the outcomes for disadvantaged students, whilst above other non-disadvantaged students nationally, were significantly lower for progress compared to their peers in school.
- Following an in-depth review of all support and interventions, leaders introduced a new strategic plan focused on customised provisions and small gains for individual students leading to larger gains for the whole cohort.
- In 2018, the school's outcomes for disadvantaged students had improved, with a smaller attainment gap than the previous year. In 2019, there was evidence of significant impact on this population, with a positive Progress 8 score and a negligible attainment gap between them and their peers.
- Following this success, leaders have been able to offer support to other schools, including leading pupil premium reviews and presenting a carousel of best practice at a Challenge Partner Senior Partner and Hub Manager meeting earlier in 2019.
- Leaders are in the process of applying to be a Centre of Excellence through the Inclusions Quality Mark as they are confident that this is a strength running through the whole school ethos. The school has a research driven approach to inclusion.

5.2 What evidence is there of the impact on pupils' outcomes?

- In 2019, there was a clear upward trend in outcomes for disadvantaged students at Key Stage 4. In 2019, the gap between disadvantaged and non-disadvantaged students had almost closed.
- The school's curriculum offer for disadvantaged students is ambitious and ensures they have the opportunities to study a wide breadth of subjects. Almost all disadvantaged students are entered for nine or more GCSEs.
- Extra-curricular opportunities are varied. A high proportion of disadvantaged students in every year group participate in at least one wider curriculum opportunity.

- Each year, a high proportion of disadvantaged students stay on into the school sixth form. This is because they feel well supported by members of staff.
- Disadvantaged students are confident learners as staff actively support all students with their self-esteem and confidence. The Rising Futures programme is paying dividends. Students take an active role in school life, including a significant number of disadvantaged students participating in school drama productions and music concerts.

5.3 What is the name, job title and email address of the staff lead in this area?

Name: Alice Toft

Title: Deputy Head teacher

Email: Alice.toft@claremont-high.org.uk

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school will continue to disseminate its best practice and access support through the hub.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.