QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
CLAREMONT HIGH SCHOOL ACADEMY

Name of School:	Claremont High School Academy
Headteacher/Principal:	Nicola Hyde-Boughey
Hub:	Chrysalis
School phase:	Secondary
MAT (if applicable):	Chrysalis Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	23/02/2022
Overall Estimate at last QA Review	Not applicable
Date of last QA Review	07/06/2021
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	13/05/2015

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Quality Assurance Review

The review team, comprising 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	Leading
Area of Excellence	None submitted for this review
Previously accredited valid Areas of Excellence	Raising progress of disadvantaged pupils through a whole school approach, 12/02/2020 A strategy for recruiting and retaining high quality staff, 29/01/2019
Overall peer evaluation estimate	Leading

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

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1. Context and character of the school

Claremont High School Academy is a nine-form entry school situated on the boarders of Brent and Harrow in north-west London. It is the lead school for the Chrysalis Multi Academy Trust (CMAT) and works very closely with the other school in the trust, Sudbury Primary School. The executive headteacher is also the head of the CMAT. There are currently 1650 students on roll with almost 300 in the sixth form. The school is heavily oversubscribed with approximately 1000 applications each year for 270 Year 7 places. The school admits the majority of these students from four feeder primary schools. In addition, 10% of places each year are reserved for those students with an aptitude in Music.

Approximately 75% of the students are of Asian Indian heritage with the rest being predominantly from Black African and Black Caribbean backgrounds. In recent years the student body has become more diverse with increasing numbers of Muslim and students with a Middle Eastern origin. Over half of the students speak English as an Additional Language (EAL). The proportion of students who are disadvantaged is slightly below the national average. The proportion who have a special educational need or disability (SEND) and/or and Educational Health Care Plan (EHCP) is very low.

2.1 Leadership at all levels - What went well

- Since the previous review and the ending of school lockdowns, leaders at all levels have worked tirelessly to ensure that the quality of students' learning experiences are back to the same high level that they were pre-pandemic. There is a persuasive sense of a scholarly culture throughout the school.
- Teachers have continued to develop activities that support the development of their students' long-term memories. Lessons routinely start with 'do now' activities which encompass recall questions related to both recent lessons as well as what the students had been learning in previous topics. Best practice examples that are observed on learning walks and through the monitoring of students work are shared with all staff on a weekly basis.
- Leaders at all levels continue to forensically analyse all student progress information to identify and any gaps. Subject leaders drill down into the student progress data, checking for any gaps, either within or between subjects, and then plan to address these. They complete an annual review, which they evaluate themselves, all of which is shared with their line manager and which subsequently feeds in to the school-wide plans for improvement and self-evaluation reports. Subject leaders report that they feel valued and trusted to make the correct decisions by senior leaders. They acknowledge that they are rightly held to account for the actions they take.
- The analysis undertaken by senior leaders enables them to modify the subject

choices offered to students. Increasing numbers of students are now following a modern foreign languages GCSE. Almost all current Year 9 students will follow a language course next year. Students report that this will support them to 'open even more doors' to any potential future career.

- The approach to self-evaluation by leaders at all levels is rigorous and robust. No stone is left unturned to ensure that students have the best possible learning experiences. This not only includes their classroom experiences but the carefully designed co-curriculum provision. This complements their learning in the academic curriculum with the aim of 'providing each student with a skill set that will support them in the future.' Students speak in glowing terms about the care, support and guidance that they receive from all of their teachers and are grateful for the extensive opportunities that they are provided with. Large numbers of students apply each year to be school prefects. All those chosen, via an application and interview process, are also trained as anti-bullying ambassadors. They act as 'buddies' to the Year 7 students at the start of the year and are also trained in delivering paired and group reading to younger students during their library time.
- The extensive range of continuing professional development (CPD) programmes available, e.g. Outstanding Teacher Programme, NPQSL, NPQML and the Associate Programme make a substantial contribution to the enhancement of the leadership capacity across the school. Increasing numbers of teachers share best practice as well as delivering CPD sessions, be it the use of Directed Improvement and Reflection Time (DIRT) strategies, students memory and recall as well as on strategies to vary the amounts of teacher interaction in lessons.
- Teachers make significant contributions to the development of curriculum materials that will be of benefit to teachers and students from other schools. For example the history department is working in collaboration with the RAF Museum in Hendon on a suite of materials around a programme 'The Pilots of the Caribbean'.
- The well-being of all teachers and additional adults has always been a key component of the Trust's plans for improvement. Annually, staff from Sudbury Primary School attend Claremont for a well-being day. This involves staff working together across both schools in attending workshops to support their physical, mental, emotional and creative well-being. Activities included 'singing for joy and 'improvisation for adults' as well as a range of practical art classes. So popular were some of these activities that an after-school art class is currently being run. Feedback from all participants was extremely positive with a request for even more practical activities at future events.

2.2 Leadership at all levels - Even better if…

…leaders considered submitting their CPD provision as an Area of Excellence for sharing with other schools.

3.1 Quality of provision and outcomes - What went well

- Leaders rightly pride themselves in offering students an ambitious curriculum. This is in terms of it being accessible to all students, including those who are disadvantaged as well as those with additional needs. In-depth discussions with students are designed to 'challenge' them to think big. Teachers encourage and support students to follow courses that will not only develop them as a 'whole person' but also prepare them for the world of work. These include courses in different languages as well as in practical subjects. Disadvantaged students are, for example, actively encouraged to follow a triple science programme. This exemplifies the school's aim of 'to prepare students to reach their full potential'.
- Following the previous review, staff have attended a number of CPD programmes related to adjusting the curriculum in order to better meet the needs of students with SEND. There has been a relentless focus through monitoring, for example through learning walks, book scrutiny and student voice to ensure their needs are met. The design & technology department provides students with a project booklet at the start of each course so that they have a copy of all PowerPoint slides and other resources to constantly refer back to. In addition, in a Year 8 science lesson students with SEND were given a copy of the lessons slides for them to annotate to reduce their cognitive load and support their literacy development. Evidence from their exercise books indicate the outcomes for these students were just as high as for students without a special education need or disability. An additional impact of all this work has been in the improved attendance of students with SEND.
- Subject leaders are adept at fine tuning their planning, resources and planned activities to meet each and every student's learning needs. For example in a Year 10 English lesson, pupils who have EAL were provided with colour-coded worksheets that aided their understanding in being able to respond to specific questions.
- To further support the transition of students from Key Stage 2 to 3, the school introduced the White Rose mathematics scheme from last September. This is the scheme that is followed by four of the main feeder primary schools and even those students who have previously followed a different scheme have swiftly settled into this programme. During the last summer holiday, approximately 90% of the new Year 7 intake attended a summer school. This made a considerable contribution to easing them into the life of Claremont where they had the whole school to themselves.
- Working to the mantra of 'say it before you write it' departments are currently developing strategies to enhance students' oracy skills. This is leading to an increase in the number of student led presentations, which they report that they are enjoying. As observed in a Year 10 English lesson, students diligently

engaged in a series of paired talk activities. Attentively, they listened to each other's contribution, learning new ideas and ways of presenting their thoughts. In the geography department, students are expected to use mini-whiteboards to record their thoughts and observations. They use these as a prompt to respond to any questions. This gives them the confidence to speak in front of the whole class.

- The development within departments of a set of non-negotiables around assessment, recording and reporting is leading to ever greater consistency of feedback to students. As a result they are clear as to how to improve their work. For example in a Year 12 business studies lesson, the very clear feedback that students had received had a direct impact on the quality of their revised written responses.
- The school has a long-standing commitment to making the curriculum inclusive of a range of perspectives. As a result, the curriculum has been enriched and is ambitious for all students. For example, in history World War 1 is taught through the experiences of four soldiers from a range of countries and ethnicities. In drama, a unit on World Theatre now includes representation from African and Greek traditions. In science lessons students also learn about prominent female scientist, Dorothy Hodgkin who solved the structure of penicillin following its discovery by Alexander Fleming. This all contributes to a curriculum that is more diverse and reflective of the school community.

3.2 Quality of provision and outcomes - Even better if…

…leaders created even more opportunities for all staff to experience the high quality of students' learning across the school

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Leaders have a comprehensive overview of the needs and provision of those students who are disadvantaged and/or have additional needs. Processes and systems are very well developed and diligently applied by senior and middle leaders.
- Both the Pupil Progress and Deputy Pupil Progress Managers provide highly effective pastoral support to all disadvantaged students in their year group. This includes not only their academic progress, but also what co-curricular support / activities would be of benefit to them. Students are able to access the nightly homework club as well as stay on in the library after school if they need a quiet place to work. The school also provides them with any technology they may need to support home learning.
- Students who are disadvantaged are provided, free of charge, with subject specific revision guides at the start of their GCSE courses. They also are able to

partake in any co-curricular activity, for example to see Blood Brothers at the theatre as part of their drama course or the Year 10 history fieldtrip to the Battle Fields of Belgium. Leaders also ensure that they are the first students to be allocated places to any additional activity.

- In lessons, teachers ensure that those students who are disadvantaged and/or have additional needs sit at the ends of a row to ensure they have ease of access to provide one-to-one support. In addition, their work is the first to be marked to check for any misconceptions that can then be checked throughout other students' books.
- Prior to the last two-years of school lockdowns, the progress made by disadvantaged students was above the national average for all students. Within school the gap between the progress made by disadvantaged and non-disadvantaged students had closed considerably. Whilst the gap has risen slightly in recent years, the impact of the above and other actions taken by leaders, is having a positive effect on improving the progress made by these students and any gaps are once again closing.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if…

None identified

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

The school will reflect on this on receipt of their QAR report.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.