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Mr Peter Crook
The Principal
The Academy at Peckham
112 Peckham Road
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Dear Mr Crook

**OFSTED MONITORING OF SCHOOLS WHOSE OVERALL
EFFECTIVENESS HAS BEEN JUDGED SATISFACTORY**

I am grateful to your Vice Principals, Anita Johnson and Vivolyn Walker, for the assistance that they gave me when preparing my visit, and to your staff and students for the welcome and help that I received when I inspected the academy on 6 February 2007. Please pass on my thanks, in particular, to the eight teachers whose lessons I observed, to the seven members of the leadership team with whom I had meetings, and to the eleven students from Years 11, 12 and 13 who talked to me at lunch-time.

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 January 2006, the academy was asked to continue to improve the effectiveness of the sixth form through the urgent implementation of the review recommendations; and to continue to improve the quality of teaching and learning through more effective planning for the different needs and abilities of the pupils in each class.

Having considered all the evidence I am of the opinion that at this time the academy is making good progress in addressing the issues for improvement.

Students in the sixth form (and, indeed, in Key Stage 4) rightly value the wide range of academic and vocational courses from which they can choose. They feel that they are given good support, both personal and academic, by their teachers and by the Connexions staff. The academy is not just concerned with improving the results on the courses that students follow, but is also proactive in guiding students towards employment or the next stage in their

education. Students on level 3 courses receive good support and guidance in applying for universities. Last year was the first time that students went directly from the academy to university and all four of those who applied gained places. Level 2 students are also helped to find jobs, apprenticeships or further courses in vocational fields. There are some courses, both academic and vocational, that are performing well, with high retention rates, at the end of which all or nearly all of the students gain appropriate qualifications. However, the results in 2006 showed that there were also academic and vocational courses on which too many students failed to get any qualification. The academy is fully aware of the weaker courses and has been working to improve the teaching on them. It is also necessary to review policies on admission to courses to ensure that students follow the most appropriate ones. The academy is rightly concerned to raise the students' aspirations: at the same time, these aspirations need to be realistic and achievable.

There has been good progress in improving the quality of most aspects of teaching and learning. The academy has thorough procedures for the regular monitoring of lessons, of work in books and of the progress of students. Detailed reports are written annually on each department and are followed up with determination to bring about improvements in teaching and learning. The academy's monitoring of teaching shows that the proportion of inadequate teaching has declined and the proportion of good teaching has increased this academic year compared with last year. The academy rightly judges teaching by its effectiveness, recognising that different methods and styles can be successful.

In my brief observation of eight parts of lessons, a number of strengths were evident. In all the lessons I saw, the relationships between the teachers and the students were good, resulting in positive attitudes to learning. The eighty-minute lessons were well planned with sufficient variety to sustain the students' involvement and concentration. The lessons proceeded at an appropriate pace, with clear deadlines, so that time was not wasted and students worked hard. The discipline was good: it was firm, friendly and fair and the teachers' secure class control enabled a variety of activities, including paired discussions and practical work, to take place productively. There were some good examples of students being involved in the assessment of their own work and that of their peers, helping them to understand how to improve. However, there remains a need to match the tasks given to students more closely to their different levels of attainment. Teachers need to be more aware of the differing levels of understanding by students who speak English as an additional language, as well as of attainment in subject specific skills and knowledge, so that they can ensure that all students have access to the key ideas they want them to understand and explore.

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 "Christopher Schenk". The script is cursive and fluid, with the first letter of each word being capitalized and larger than the others.

Christopher Schenk
Her Majesty's Inspector