

Ernest Bevin Academy

Address: Beechcroft Road, Tooting, London, SW17 7DF

Unique reference number (URN): 149543

Inspection report: 3 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well and are well prepared for their next steps, including in the sixth form. They develop secure knowledge and skills in most subjects. This is reflected in the responses pupils give in lessons, both to teacher questions and in their written work. Pupils who are disadvantaged and those with special educational needs and/or disabilities usually achieve to the same high standard as their peers. Pupils often join the school with gaps in their literacy skills. Targeted support for pupils with gaps in English and mathematics knowledge strengthens their skills in these areas.

Overall, GCSE outcomes show that pupils achieve close to or above national averages. Pupils who are disadvantaged achieve particularly well. Leaders take prompt and effective action to address subject areas and year groups where achievement is variable. This is particularly evident in the sixth form, where published outcomes over time are notably better in vocational courses than at A level.

Attendance and behaviour

Expected standard 

Pupils typically attend well. Overall attendance is consistently close to the national average. Recent attendance information shows signs of an upward trend. Leaders analyse attendance patterns closely for different groups. They use this information astutely and have a clear strategy in place to sustain improvements in attendance. Teaching and support staff play an active role in helping to improve attendance. They forge relationships with families and pupils where attendance is a barrier, working with them to overcome obstacles. Reasonable adjustments are made where appropriate. For example, the school allows some flexibility with lateness to ensure that pupils who are persistently absent come into school.

Recently, leaders have raised their expectations for behaviour. They have established consistent systems that promote high standards of conduct around the school and in classrooms. Teachers feel supported by these changes. They use set routines, for example, which help to ensure that lessons are calm and pupils know what to expect. Pupils participate in lessons appropriately. They are focused on their learning and many take pride in their work. Pupils typically behave considerately towards one another, including at unstructured times. Staff deal with any unkind or inappropriate behaviour effectively and promote a respectful culture across the school.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They identify where practice is securely embedded and prioritise where further development is needed. For example, with the help of the trust, leaders support staff in areas where non-specialist teaching is in place. To improve consistency, the school has, over time, brought in new curriculums in many subjects. These are well structured and reflect leaders' high expectations of what pupils can do and achieve. Pupils study a broad curriculum up to Year 11, and sixth-form students have a suitable choice of academic and vocational courses.

Leaders have established lesson routines that support pupils well with their learning. For example, retrieval practice helps pupils to recall prior knowledge so that they are ready for new learning. Staff use a range of effective teaching approaches and questioning techniques to check pupils' understanding. Leaders know that inconsistencies remain in the quality of teaching. Where support for pupils with special educational needs and/or disabilities is most effective, staff use strategies that are specific to individual pupil needs. However, there is some variability in this, and some pupils struggle with their learning. Pupils also benefit from a focus on vocabulary, spelling and opportunities to discuss their learning, although this varies between subjects.

Inclusion

Expected standard 

Leaders have effective processes for identifying pupils' needs accurately and at an early stage. Appropriate support and strategies reduce barriers to learning and/or wellbeing. Teachers play an important role in reviewing pupils' needs and progress against their targets, amending these as needed. Staff receive regular training, which informs their understanding of pupils' main needs, such as in speech, language and communication. Leaders have made a conscious effort to ensure that information about pupils' needs is clear and shared with all staff, such as through the school's 'black folders' approach. These help teachers and support staff to know and consider pupils' needs effectively. For example, staff prioritise vulnerable pupils, including those with special educational needs and/or disabilities, when checking who needs support in lessons. Nevertheless, more work is needed to ensure that staff use information about pupils' needs consistently well and that strategies to support pupils are tailored to individual needs.

A comprehensive pupil premium strategy is in place, based on well-researched information and identification of disadvantaged pupils' needs. The impact of this strategy is evident, for example, in the improved attendance of these pupils. Leaders consider a broad range of evidence to carefully review and amend their strategy, including behaviour and achievement information and pupils' participation in wider school life.

Leadership and governance

Expected standard 

Leaders are astute in their analysis of the school's performance, and their evaluation of the school is accurate. Strategic priorities are well founded and leaders' actions have clear steps to drive improvement. Staff, including those who are new to teaching, benefit from a well-structured professional development programme. For example, whole-school training and subject-specific trust networks allow staff to develop and share practice. This contributes to leaders' work on developing consistently high-quality teaching and applied routines across the school.

As a team, leaders at all levels work together well and share the same ambitious vision for the school. The trust has highly effective systems for quality assuring the school's work and providing strategic support. Trustees fulfil their statutory duties effectively. They, along with the local governing board, keep a close eye on safeguarding procedures and ensure that all pupils have equal opportunities.

Since the school opened, leaders have brought in changes that are in the best interests of pupils. These include raised expectations of teaching and behaviour, which are evident in

the culture of learning across the school. Pupils, staff, parents and carers are generally positive about these recent developments. Staff appreciate leaders' actions to support their wellbeing through this period of change. However, for some staff, the pace of change has been challenging and workload has not always been well considered. The rationale for changes brought in is, at times, not clear to staff and parents, leading to some frustrations about communication. Leaders are aware of these concerns and have clear plans to address them.

Personal development and wellbeing

Expected standard 

The personal, social, health and economic (PSHE) education programme builds pupils' knowledge over time, appropriate to pupils' ages and stages. This includes statutory relationships and sex education. Pupils learn about concepts such as mental health, physical wellbeing, online safety and healthy relationships through the well-planned PSHE programme. Pupils use their knowledge to debate and discuss topics with some maturity. They reflect on, for example, issues around drugs, consent, toxic masculinity and the importance of gender equality. Pupils are taught about the differences between people that are protected by law, and they understand the need for tolerance and respect.

Pupils' broader character development is promoted across the curriculum and through some of the wider work of the school. For example, assemblies reinforce the school values of 'perseverance, ambition and unity', and pupils read texts in English that explore cultural diversity. Sixth-formers organise charity fundraising events, such as bake sales, encouraging them to be creative and entrepreneurial. An emphasis on care for pupils ensures that they feel well supported. Pupils with barriers to their wellbeing, for example, have safe spaces that they can go, including specific clubs to support social development. There is a relatively broad range of extra-curricular activities, including LEGO, gardening, music and sports. Leaders ensure that all pupils have equal access to the opportunities on offer.

The school's careers programme is suitably comprehensive. Pupils benefit from meaningful engagement with employers through visiting speakers, as well as work experience opportunities in Years 10 and 12. Events such as 'careers week' and guidance from form tutors help pupils to make informed choices about their future education, training or employment plans. Different pathways, including apprenticeships, are actively promoted. Leaders give tailored support to pupils who need help preparing for their next steps. For example, pupils who are disadvantaged are prioritised for careers guidance.

Post 16 provision

Expected standard 

Students enjoy their studies in the sixth form and appreciate the mix of academic and vocational courses on offer. They achieve well typically, particularly in vocational and technical courses. Leaders have analysed the causes of below-average A-level outcomes. They have taken decisive action to address weaknesses. For example, entry criteria have been adjusted to help ensure that students are better prepared for the rigours of A-level study. Raised expectations around teaching and achievement in the sixth form are part of the whole-school improvement work. As in the rest of the school, the generally high quality

of teaching ensures that students progress well through the curriculum. Independent study expectations have been sharpened as leaders recognise some students struggle with this.

Students enjoy the opportunities they have to enrich their learning, such as through work experience, use of the school's sports facilities and hearing from visiting speakers. They have the chance to develop their leadership and organisational skills through roles including prefects, sports leaders, and involvement in the eco-council. Students are role models for younger pupils and they conduct themselves consistently well around school. Students appreciate the care and support that they get from teachers, including with careers guidance and advice on their next steps.

What it's like to be a pupil at this school

Pupils are safe and well cared for at this school. They value the advice and support they get from staff, whether it be with their academic work, next steps or any personal concerns. Pupils are mostly positive about changes that have taken place since the school opened. They understand that decisions are made with their best interests in mind, including the raised expectations around behaviour. Pupils typically behave well and can focus on their learning without disruption. Bullying is dealt with appropriately. Pupils on the whole do not have concerns about disrespectful behaviour or inequality. Female students in the sixth form are welcomed and feel comfortable here.

The school fosters a sense of unity and belonging through its values and inclusive culture. Staff encourage pupils to be sensitive to individual differences and pupils with barriers to their learning. As a result, pupils, including those with special educational needs and/or disabilities, feel confident to participate in school life and are not afraid to make mistakes in lessons. Relationships between pupils and staff are respectful. Staff model manners and positive social interactions in their conversations with pupils.

Pupils also see the shift in expectations for the work they produce. This means that pupils across the school, including in the sixth form, generally achieve well. They develop secure subject content knowledge and skills across most subjects. Pupils want to learn and are ambitious for their futures. They are well prepared for the next stage of their education, training or employment.

Leaders offer a range of reward trips as well as educational visits in some subjects, such as geography. They have plans to develop these further. Enrichment opportunities include music club and various sports, which are popular across year groups. Pupils speak with pride about their involvement in the school's established army cadet programme, which provides opportunities for character development and leadership.

Next steps

- Leaders should continue to improve curriculum delivery across the school, including refining adaptations for pupils with special educational needs and/or disabilities, so that

- the curriculum and teaching are consistently of high quality and all pupils achieve highly.
 - Leaders should strengthen their communication with staff, parents and carers to ensure that the rationale for changes being made is commonly understood and supported by the whole school community.
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About this inspection

This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, the executive principal, the regional director of the trust and other school leaders and staff. The lead inspector spoke with a trustee and met with 3 members of the local governing body.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school joined the United Learning Trust in March 2023.

The principal took up post in September 2025.

The school makes use of 2 alternative provisions, including one that is unregistered.

The sixth form is co-educational and has a small number of female students in Years 12 and 13.

Principal: Damola Ademolake

Lead inspector:

Jude Wilson, His Majesty's Inspector

Team inspectors:

Ray Lau, Ofsted Inspector

Tom Brook-Myers Brook-Myers, Ofsted Inspector

Russell Bennett, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context

Total pupils

643

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

46.48%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.27%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

15.24%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	44.6%	45.4%	Close to average
2023/24 (final)	59.1%	45.9%	Above
2022/23		45.3%	

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	44.6	46.0	Close to average
2023/24 (final)	49.5	45.9	Close to average
2022/23		46.3	

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.59	-0.03	Above
2022/23		-0.03	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	26.7%	25.8%	Close to average
2023/24 (final)	52.6%	25.8%	Above
2022/23		25.2%	

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	39.4	34.9	Close to average
2023/24 (final)	46.2	34.6	Above
2022/23		35.0	

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.39	-0.57	Above
2022/23		-0.57	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	26.7%	53.1%	-26.5 pp
2023/24 (final)	52.6%	53.1%	-0.5 pp
2022/23		52.4%	

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	39.4	50.4	-11.0
2023/24 (final)	46.2	50.0	-3.8
2022/23		50.3	

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.39	0.16	0.22
2022/23		0.17	

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2022 leavers (revised)	95%	93%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	25.72	34.99	Below
2023/24 (final)	29.56	34.38	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.3	0.0	Below
2023/24 (revised)	0.3	0.0	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.3%	8.1%	Close to average
2023/24 (3 term)	8.3%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.7%	21.9%	Close to average
2023/24 (3 term)	25.0%	25.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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