

Skinner's Academy

Address: Woodberry Grove, London, N4 1SY

Unique reference number (URN): 136137

Inspection report: 14 April 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 

Across most subjects and year groups, pupils make sound progress from their starting points. Pupils' attainment in GCSE examinations is consistently at least close to the national averages. Disadvantaged pupils often achieve well above other disadvantaged pupils nationally. In English, for example, the high proportion of pupils attaining grade 4 or 5 or above has been sustained over 3 years. In mathematics, outcomes in GCSE examinations improved in 2025 to be close to average overall and significantly above average at grade 4 and above for disadvantaged pupils. This reflects the school's long-standing focus on securing pupils' literacy skills and its more recent work to strengthen numeracy. Pupils are well prepared for post-16 education, employment or training. Pupils with special educational needs and/or disabilities are generally well supported to make progress similar to that of their peers. The quality of pupils' work is high in most subjects. However, in a small number of cases the standard of work is of lesser quality and not as consistent as it is in others.

Attendance and behaviour

Expected standard 

Over time, pupils' overall attendance has typically been close to national averages. The attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities is generally much higher than that of similar groups nationally. However, in recent years, the proportion of pupils who have been persistently absent increased noticeably and rose to significantly above average. The school has worked hard to address this. Since the beginning of the academic year, there has been a clear and sustained reduction in persistent absence, which has also led to rising overall attendance.

The school has high expectations for behaviour and has established clear routines that are applied consistently. Classrooms, corridors and social times are calm and safe. Lessons are focused and pupils rarely disrupt learning. Pastoral leaders and staff know pupils well and use daily interactions to anticipate and help prevent issues with attendance and behaviour. For example, they check in with pupils regularly and quickly identify those who need specific support, adjustments or gentle and subtle reminders to manage their behaviour and have a successful day. Pupils who experience emotional difficulties in lessons are supported in the 'reset' room, enabling them to reflect, feel calm and return to class ready to learn. Pupils are confident that any incidents of bullying, harassment or discrimination would be dealt with promptly and appropriately.

Curriculum and teaching

Expected standard 

Leaders keep a very close eye on both the curriculum and teaching. They make adjustments where needed to better meet pupils' needs. They have arranged professional learning for staff to secure improvements in teaching. This is having a positive impact but some aspects of leaders' improvement actions are still a work in progress.

The curriculum is broad and ambitious. Subjects are typically carefully designed, with clear expectations about what pupils should know and remember, alongside guidance to support the teaching of curriculum content. In a small number of subjects, the school's work on this

is not complete. This means that, sometimes, pupils do not achieve as highly as they could in those subjects.

Most teachers have secure subject knowledge. They model learning clearly, check pupils' understanding and provide helpful feedback. Pupils regularly revisit prior learning. A particular strength is the focus on subject-specific vocabulary. However, at times, learning activities do not sufficiently stretch pupils who have the potential for mastering knowledge and understanding at a deeper level.

The curriculum and teaching usually meet the range of pupils' needs well. Adaptations and additional support are mostly effective, although occasionally this is not the case. Provision for developing pupils' basic reading and writing skills is well established and effective. In mathematics, and occasionally spelling, provision is less embedded. Leaders have recently introduced a programme to strengthen pupils' oracy so that they can articulate their learning with increased confidence. This strategy shows early signs of success.

Inclusion

Expected standard 

Leaders foster an inclusive culture across the school. They have a robust and effective approach for identifying and accurately meeting the needs of a wide range of pupils. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND), pupils known or previously known to children's social care and others who face barriers to learning and/or wellbeing. Leaders take well-considered action to help these pupils succeed. For example, the school has established 'The Learning Centre' (TLC) to provide short-term, intensive support for small groups of pupils. This enables these pupils to catch up quickly with their peers and return to their mainstream classes.

The school has a well-designed, evidence-informed strategy for using additional funding for disadvantaged pupils. Leaders ensure that their actions have a positive impact on these pupils' achievement, attendance, wellbeing and personal development.

Staff provide effective support for pupils who are at the early stages of speaking English as an additional language. These pupils quickly develop the knowledge and skills they need to access the full curriculum.

Teachers and support staff have received professional learning on adapting teaching for pupils with SEND. For example, the school's adaptive teaching toolkit sets out a range of classroom strategies and is generally followed well, although its use is still being embedded. Occasionally, weaknesses in some pupils' basic mathematics and spelling skills are not identified and addressed quickly enough.

Leadership and governance

Expected standard 

Leaders and those responsible for governance have high aspirations for all pupils to 'be the best they can be'. Typically, effective systems are in place to monitor different areas of the school's work. Overall, regular review and analysis of information help leaders identify what is working well and where improvement is needed. Leaders prioritise actions that are in pupils' best interests. Over time, they have brought about improved teaching and inclusion practices, increased attendance and cultivated more mature and sensible pupil behaviours.

The trust and local governing body fulfil their roles appropriately. They provide both support and challenge to leaders and ensure access to suitable resources. This includes opportunities for staff to engage in professional learning through trust-wide training, development and coaching, for example.

The school works closely with parents and carers. Parents are routinely consulted about decisions affecting their children. More recently, leaders have strengthened communication with parents, through, for instance, regular, personalised updates. The school also offers workshops to support parents, including guidance on safeguarding risks such as criminal exploitation.

Staff describe leaders as approachable and supportive. Leaders have taken thoughtful action to reduce workload, for example by revising marking expectations and simplifying systems for reporting progress and raising pupil wellbeing concerns. Staff can access counselling when needed and participate in other wellbeing initiatives, such as team-building activities and peer-nominated 'shout outs'. Alongside professional development, these approaches support staff collegiality and wellbeing and help staff to refine their expertise over time.

Personal development and wellbeing

Expected standard 

School leaders have strengthened provision this year for personal development and wellbeing. The school's work is underpinned by the shared values of being kind, curious and brave, which pupils recognise and can relate to their experiences.

The personal development programme is increasingly coherent. Personal, social, health and economic education, including relationships and sex education, covers important content. This is generally taught well, for example, through weekly lessons alongside form time and structured drop-down days. Leaders prioritise statutory content and ensure it is carefully planned and resourced. For example, Year 9 pupils benefit from specialist-led days covering sexual health, consent, online risks and substance misuse. Pupils learn about people of different backgrounds and identities, bullying and discrimination. At age-appropriate points they are taught about topics such as gender identity and harassment. Pupils' understanding of fundamental British values is developed appropriately overall, for example through work on the rule of law and democracy, though some pupils are not fully secure in recalling this learning.

Clubs and enrichment activities on offer are extensive, with many pupils participating, including disadvantaged pupils and those with special educational needs and/or disabilities, who are proportionately represented. Where participation is lower, leaders have responded with new activities targeted for specific groups, such as a boxing-based fitness class and mentoring programmes. These opportunities broaden pupils' horizons, contribute well to their mental health and wellbeing and add value to the comprehensive pastoral care that is available for all pupils. Pupils also take part in a range of trips across most subjects, such as to the theatre, the Tower of London and overseas, including Paris.

Careers education is broad and improving. Pupils encounter employers, receive impartial guidance from those with suitable qualifications and benefit from the school's links with higher education and apprenticeship pathways. Most pupils feel well supported for their next steps. That said, leaders recognise the need for tighter quality assurance and more

consistent oversight to ensure that all pupils, particularly in the sixth form, benefit fully from all aspects of careers guidance.

Post 16 provision

Expected standard 

Through their close review of students' experiences, leaders have a clear understanding of the strengths and areas for improvement. The curriculum includes a suitable range of academic and vocational pathways to meet students' needs and interests. Leaders' actions to develop students' experiences are well focused. For example, as with the rest of the school, leaders are focusing on strengthening subjects where teaching is more variable and raising attainment overall, and in particular for those with higher starting points.

Teachers typically have secure subject knowledge, explain new learning clearly and build effectively on what students already know. Leaders are working to embed consistency in the depth of challenge and questioning across teaching. Students with barriers to learning, including with special educational needs and/or disabilities, typically receive appropriate support and are enabled to succeed.

Overall, students' progress presents a positive picture. Progress in A-level and applied A-level examinations has been significantly above average in one of the last 2 years. However, leaders recognise there is some unevenness in pupils' progress between subjects. In some subjects, students' progress is considerably more positive than it is in others.

Students have access to a range of enrichment opportunities, such as prefect roles, debating and supporting younger pupils with reading. However, leaders' oversight of and expectations for students' participation are not as rigorous as they could be. This means that some students are not engaging fully in wider activities designed to increase readiness for adulthood. Nevertheless, students are generally well prepared for their next steps, especially academically.

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

As pupils enter the school gates in the morning, staff greet them warmly. Staff immediately check on pupils' wellbeing and whether they have everything they need to have a successful day. Pastoral staff are on hand to offer immediate support when needed. This sets pupils up for a productive day of learning.

It is common to hear pupils and staff wishing each other a 'good rest of the day'. Pupils make new arrivals to the school feel very welcomed. These pupils are supported to integrate into school life and make friends quickly. Pupils like how the school knows and celebrates them as individuals, for example they appreciate the 'shout outs' they receive on their birthdays during line-up time. This exemplifies the friendly and respectful relationships across the school.

Behaviour is typically sensible and mature, and pupils work hard in class. Reported bullying is rare and, should it occur, it is dealt with appropriately. Pupils feel safe at school. This is

because the large safeguarding and pastoral teams are always on hand. Staff are approachable and ready to help pupils with any worries or concerns they may have.

Most pupils attend school regularly. They enjoy learning as they benefit from an ambitious curriculum which is generally taught effectively. Leaders ensure that all pupils are included in every aspect of day-to-day school life. Support for disadvantaged pupils, those with special educational needs and/or disabilities and those with other barriers to learning and wellbeing is effective. As a result, all groups of pupils and sixth-form students achieve well overall in national examinations. They are well prepared for the next stages of their lives.

The school offers pupils a range of enrichment activities. For example, through the annual activities' week at the end of the year, pupils visit various museums and art galleries. All Year 10 pupils can work towards the bronze Duke of Edinburgh's Award, which includes volunteering. Almost all pupils completed this last year. In the sixth form, however, opportunities beyond the formal curriculum are less extensive.

Next steps

- Leaders should continue their work on the curriculum so that in all subjects, teachers know precisely what key subject-specific knowledge pupils need to master.
 - Leaders should continue their work in developing teaching expertise, so that teachers consistently adapt their teaching to meet the needs of both pupils who need extra help and those who could deepen their knowledge and understanding to achieve even higher grades.
 - Leaders should continue their work to reduce persistent absence and maintain improvements over time.
 - Leaders should increase and broaden sixth-form students' participation in wider opportunities beyond the academic curriculum.
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About this inspection

This school is part of Skinner's Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ian Anderson, and overseen by a board of trustees, chaired by Johnny Aisher.

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 HMI.

Inspectors spoke with the acting principal, other senior leaders, the chair and CEO of the trust, other trustees, the chair of the local governing body and other local governors during the inspection. The also spoke with groups of staff and pupils.

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 school currently makes use of 3 registered alternative provisions

Since the previous inspection, there was one change of principal. At the time of the inspection, the school was being led by an acting principal, effective from the end of February 2026. Those responsible for governance had started the process of recruiting a new substantive principal. Since the previous inspection, there has also been a change to the chairs of the trust and the local governing body.

Acting Principal: Rachael Adediran

Lead inspector:

David Radomsky, His Majesty's Inspector

Team inspectors:

Guy Forbat, His Majesty's Inspector

Karim Ismail, Ofsted Inspector

Piers Saunders, His Majesty's Inspector

Nicola Jethwa, 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 14 April 2026

School and pupil context

Total pupils

987

Close to 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

1,150

Close to 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)

59.55%

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

4.26%

Above 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

11.25%

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

Well above 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)	42.0%	45.4%	Close to average
2023/24 (final)	43.1%	45.9%	Close to average
2022/23 (final)	36.8%	45.3%	Close to average

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)	46.4	46.0	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	46.1	45.9	Close to average
2022/23 (final)	45.2	46.3	Close to average

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)	0.16	-0.03	Close to average
2022/23 (final)	-0.21	-0.03	Close to average

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)	28.6%	25.8%	Close to average
2023/24 (final)	31.1%	25.8%	Close to average
2022/23 (final)	30.5%	25.2%	Close to average

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)	42.3	34.9	Above
2023/24 (final)	41.7	34.6	Above
2022/23 (final)	40.5	35.0	Above

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)	-0.15	-0.57	Above
2022/23 (final)	-0.47	-0.57	Close to average

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)	28.6%	53.1%	-24.6 pp
2023/24 (final)	31.1%	53.1%	-22.0 pp
2022/23 (final)	30.5%	52.4%	-21.9 pp

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)	42.3	50.4	-8.2
2023/24 (final)	41.7	50.0	-8.3
2022/23 (final)	40.5	50.3	-9.8

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)	-0.15	0.16	-0.31
2022/23 (final)	-0.47	0.17	-0.64

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
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	93%	94%	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)	32.61	34.99	Close to average
2023/24 (final)	30.92	34.38	Close to average
2022/23 (final)	26.91	34.16	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)	0.2	0.0	Close to average
2023/24 (revised)	0.2	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)	10.5%	8.1%	Above
2023/24 (3 term)	9.8%	8.9%	Close to average
2022/23 (3 term)	9.1%	9.0%	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)	34.5%	21.9%	Above
2023/24 (3 term)	32.3%	25.6%	Above
2022/23 (3 term)	28.7%	26.5%	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.

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