

Hammersmith Academy

Address: 25 Cathnor Road, London, W12 9JD

Unique reference number (URN): 136172

Inspection report: 13 January 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance is above the national average overall, and notably for particular groups, such as pupils with special educational needs and/or disabilities and disadvantaged pupils. What is more, attendance continues to improve. This is achieved through a forensic approach from leaders, who track attendance carefully and quickly identify vulnerable pupils. They ensure that all pupils are welcome and feel a sense of belonging at school. Leaders provide excellent pastoral support for pupils who need it. They make bespoke arrangements for pupils who need help to improve their attendance. These make a demonstrable difference.

Pupils value their education. There is a climate of trust and respect throughout the school. Pupils are naturally polite and courteous. In class they listen attentively because they are highly motivated to learn. Leaders are proactive in their oversight of behaviour and quickly respond to any issues that arise. The school's rules are commonly understood and fairly applied by all staff. Students in the sixth form exhibit maturity and act as excellent role models. Pupils report that bullying is rare and never tolerated. They celebrate difference and challenge any form of discrimination.

Inclusion

Strong standard ●

Leaders have created a warm and nurturing environment, in which all pupils can blossom. There is a sharp focus on supporting pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged. Pupils' barriers to learning and individual needs are swiftly identified. Leaders work effectively with families and professionals, ensuring that structured learning programmes and targeted support are quickly put in place as appropriate. Pastoral care is skilfully coordinated, and pupils are ably supported by experienced and knowledgeable specialists. Pastoral support staff and peer mentors help pupils develop resilience and independence.

Leaders provide extensive, targeted training to enable staff to provide the right support for pupils. They ensure that staff have the information they need to help pupils succeed. Staff adapt the curriculum and teaching so that pupils with SEND can access learning confidently. There are ambitious expectations for all pupils, and many pupils with additional needs achieve highly as a result of the support they receive.

Leaders have robust systems for checking the impact of provision. They are relentless in ensuring that pupils who are disadvantaged have the same opportunities as their peers. For example, leaders target additional funding, such as the pupil premium grant, to support pupils' learning and enrichment effectively. The school's focus on equity and aspiration means pupils thrive.

Leadership and governance

Strong standard ●

Leaders and trustees have an acute understanding of the school's strengths and priorities. They have shared values and a firm commitment to the community they serve. Leaders have established and clearly communicated an ambitious vision for the school. They are

unwavering in their pursuit of providing the strongest foundations for pupils to build upon and further improvement. They use their strong oversight of the school's work to achieve this and have had real impact on pupils' aspirations, their attitude to learning and preparation for their next steps.

Staff are overwhelmingly positive about how the school is led. They feel valued and empowered. Carefully planned professional development enhances staff practice and aptly addresses the school's priorities. Leaders are taking great strides forward to nurture pupils' academic ambitions alongside the substantial pastoral care already in place.

Parents and carers are proud that their children attend the school. They feel the school works in partnership with them. One parent's comment captures the sentiment of many when they say the school 'meets every student where they are, regardless of background, and supports them on their unique journey'.

Trustees hold leaders to account effectively. They are fully involved in the life of the school and have detailed knowledge of the school's context. They fulfil their statutory duties, for example overseeing the school's safeguarding systems.

Leaders are unflinching in championing those pupils who are disadvantaged and face barriers to success. Pupils' interests are always put first.

Personal development and wellbeing

Strong standard ●

Leaders have constructed a full and ambitious personal development programme. This is organised so that all pupils participate and benefit equally from opportunities they might not otherwise experience. For example, the physical education curriculum has been imaginatively designed to include sports such as rowing, athletics and BMX riding.

Numerous themed events run across the school, such as pride month, international women's day and anti-bullying week. These support pupils' understanding of diversity and reinforce British values. Pupils are inspired by visiting speakers and specialist workshops. Leaders are mindful of including more rural activities for their inner-city pupils, such as gardening, animal care and outward-bound excursions. Pupils take part in an extensive array of clubs, including coding and miniature making. Disadvantaged pupils' access to these is prioritised. Leaders are unwavering in seeking out opportunities to appeal to a wide range of interests, from fencing to computer engineering. These enrichment activities develop pupils' talents and prepare them for their future lives.

The school's careers programme is excellent. Pupils receive bespoke guidance and detailed information about different career paths. Pupils visit universities and meet with ex-pupils who are part of the alumni association. This encourages them to aim high. Staff give pupils tailored support to understand their options. They attend work experience in Years 10 and 12. Pupils are expertly prepared for further study and the world of work.

Personal, social and health education is taught through tutor time, assemblies and 'drop-down' days. Pupils build secure understanding of important topics such as the fundamental British values of democracy, individual liberty and the rule of law. All pupils receive age-appropriate relationships and sex education and health education, including learning about consent. Sixth-form students build on these foundations with increasingly mature themes.

Throughout the school, there is an emphasis on building valuable experiences for pupils and a deep understanding of citizenship.

Expected standard

Achievement

Expected standard 

Pupils develop secure understanding and acquire the relevant knowledge and skills they need across subjects. Pupils perform very well in their examinations at GCSE. The school has a sharp focus on developing pupils' confidence in reading, writing and mathematics. Pupils with special educational needs and/or disabilities and disadvantaged pupils achieve very highly in their GCSEs, significantly above national averages. They quickly become successful learners and ready for their next steps. While all pupils make suitable progress from their starting points, some pupils are capable of even higher outcomes.

In the sixth form, students gain A-level qualifications. They build their understanding of complex ideas and produce work of a good quality. While sixth-form students' achievement is typically below or close to national averages, they are well prepared for their next steps. Regardless of their individual needs, students gain the skills they need to be successful. This includes students who are disadvantaged. The school's destinations' data shows that students are ably equipped for university, apprenticeships and a wide range of career paths.

Curriculum and teaching

Expected standard 

Leaders have worked hard to revise the curriculum so that it provides both breadth and depth. The new curriculum has been skilfully designed to build pupils' learning over time. There is a thoughtful offering of subjects that caters for a wide variety of interests and ambitions.

Teachers have the expertise they need and great enthusiasm for their subjects. Typically, teachers explain new concepts with clarity. They consider carefully which adjustments are required to enable pupils to access the learning fully. Teachers have been given the training they need to check pupils' understanding. Sometimes, this is done highly effectively, enabling pupils to explore more sophisticated ideas. However, these checks need to be consistently deployed across the curriculum with the same precision. This means, at times, some pupils are not stretched and challenged as well as they could be.

Leaders proactively identify pupils who need to strengthen their reading, writing and mathematics skills. They put structured programmes in place to address any gaps, including an effective reading programme for all pupils in Year 7.

In the sixth form, teaching is sometimes more variable. Where it is most effective, students confidently share ideas critically and draw on their independent learning. At other times, students are more reliant on teachers' guidance and explanations. Leaders are aware of the inconsistencies in teaching and have acted to address them.

The sixth form is welcoming and inclusive. Students are respectful and care about each other's wellbeing. They behave with maturity and are role models to younger pupils. Students benefit from carefully considered educational visits, such as to the Houses of Parliament, field trips in the Lake District, and talks at the British Film Institute. Leaders provide lectures to inspire and inform students on a range of topics, alongside talks on different routes into professions and university. Some clubs and societies provide valuable personal and careers development; however, they need to be more integrated into the wider student experience. Similarly, while students benefit from a structured tutor programme, there is further scope to develop the depth of critical discussion around current affairs and more complex issues. Leaders are developing students' confidence and oracy skills. They know this is an ongoing piece of work.

Learning is carefully sequenced so that students' knowledge and skills develop progressively over their two years of study. Teachers are experts of the subjects they teach and monitor their students' progress diligently. However, the quality of teaching is more variable than lower down the school. Students achieve suitable qualifications that enable their next steps, although these are not always in line with national outcomes. Students with special educational needs and/or disabilities and those who are disadvantaged achieve as well as their peers. Students value their studies and attend well. They are encouraged to aim high and seize opportunities.

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

This is a highly inclusive and aspirational school. Pupils are known by staff and have a strong sense of belonging. Leaders feel morally bound to serve their community and have a significantly positive impact on the lives of the pupils in their care. Pupils feel safe. The school provides a stable and calm environment in which they can flourish. The school's values are embedded, and staff are tireless in providing excellent pastoral care. This has a tangible effect on pupils' wellbeing and resilience.

Staff have high ambitions for what pupils can achieve. Pupils follow a broad curriculum leading to qualifications in a range of subjects, taught by subject specialists. Pupils who need additional support to access the curriculum receive effective help quickly. Pupils achieve well overall, and many excel. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities.

Pupils are happy here. They enjoy coming to school and attend well. Pupils work hard in lessons and are respectful to each other. There is a purposeful atmosphere in classrooms and pupils' conduct is orderly around the school site. Bullying and discrimination are not tolerated. Any issues that arise are dealt with swiftly and effectively.

Students in the sixth form are integrated into the wider life of the school. They act as mentors to younger pupils. Positive relationships between staff and pupils mean that pupils want to meet the high expectations set for them. There is a comprehensive programme for personal development that all pupils benefit from. This includes inter-house competitions,

educational trips, fundraising activities and a wide variety of clubs to develop pupils' interests, such as film club, gardening and coding. Pupils are very well prepared for life in modern Britain.

Next steps

- Leaders should ensure that highly effective teaching strategies, including effective checks on pupils' learning, are fully embedded across subjects and used with precision to further challenge pupils and deepen their learning.
 - Leaders should continue to strengthen the delivery of the sixth-form curriculum to further improve students' outcomes in national tests and examinations.
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About this inspection

The school is the only member of the Hammersmith Academy Trust. The trust is run by the chief executive officer, Gary Kynaston, and overseen by a board of trustees, chaired by Seatal Patel.

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

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

Inspection activities:

Inspectors spoke with school leaders, trustees, representatives from the local authority, staff, pupils and parents and carers during the inspection.

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 makes use of one registered alternative provision.

Headteacher : Gary Kynaston

Lead inspector:

Sarah Saunders, His Majesty's Inspector

Team inspectors:

Amy Jackson, Ofsted Inspector

Fiona (Abankwah) Jatta, Ofsted Inspector

Guy Forbat, His Majesty's Inspector

Heidi Swidenbank, 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 13 January 2026

School and pupil context

Total pupils

950

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

975

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: 1,152

Pupils eligible for free school meals (FSM)

48.59%

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

3.05%

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

11.26%

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 (provisional)	55.4%	45.2%	Above
2023/24 (final)	57.1%	45.9%	Above
2022/23 (final)	57.5%	45.3%	Above

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 (provisional)	51.8	45.9	Above
2023/24 (final)	52.6	45.9	Above
2022/23 (final)	53.7	46.3	Above

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)	0.25	-0.03	Above
2022/23 (final)	0.09	-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 (provisional)	48.4%	25.6%	Above
2023/24 (final)	50.8%	25.8%	Above
2022/23 (final)	48.4%	25.2%	Above

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 (provisional)	48.2	34.9	Above
2023/24 (final)	49.3	34.6	Above
2022/23 (final)	50.2	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)	-0.11	-0.57	Above
2022/23 (final)	0.00	-0.57	Above

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 (provisional)	48.4%	52.8%	-4.4 pp
2023/24 (final)	50.8%	53.1%	-2.3 pp
2022/23 (final)	48.4%	52.4%	-4.0 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 (provisional)	48.2	50.3	-2.1

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	49.3	50.0	-0.7
2022/23 (final)	50.2	50.3	-0.1

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)	-0.11	0.16	-0.27
2022/23 (final)	0.00	0.17	-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
2023 leavers (provisional)	92%	91%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	94%	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 (provisional)	R	R	R
2023/24 (final)	29.56	34.38	Below
2022/23 (final)	32.76	34.16	Close to average

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 (provisional)	R	R	R
2023/24 (revised)	-0.2	0.0	Close to average

The Key Stage 5 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. 'R' in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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)	6.4%	8.1%	Below
2023/24 (3 term)	8.4%	8.9%	Close to average
2022/23 (3 term)	8.9%	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)	18.9%	21.9%	Close to average
2023/24 (3 term)	31.2%	25.6%	Above
2022/23 (3 term)	29.7%	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.

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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