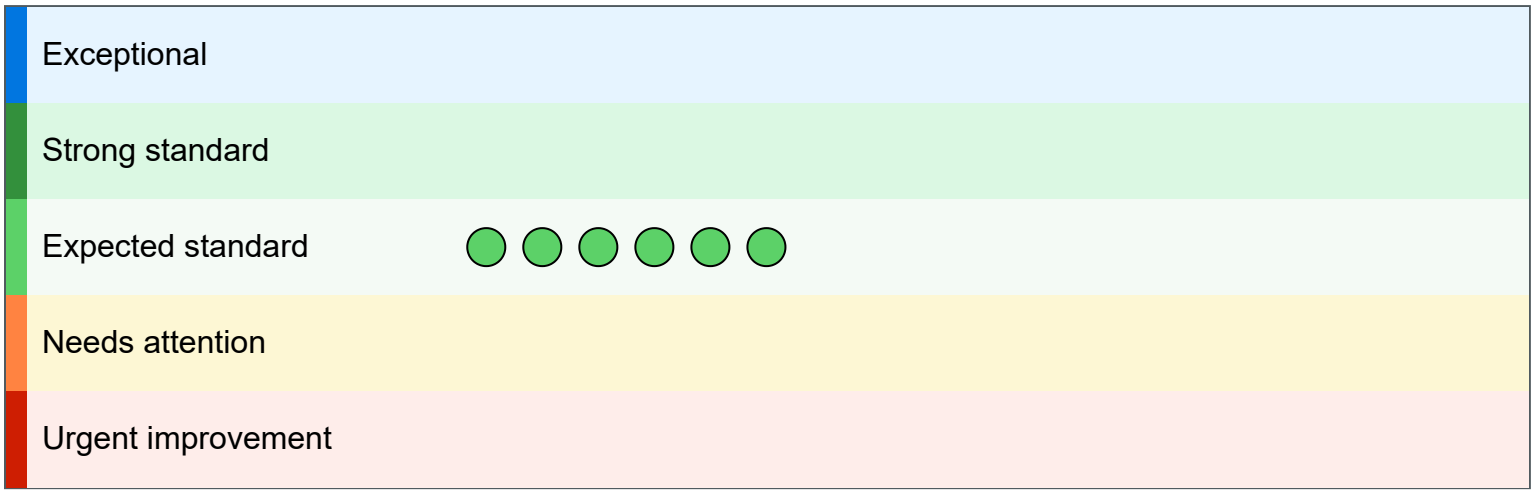
Emerson Park Academy

Address: Wych Elm Road, Hornchurch, Essex, RM11 3AD

Unique reference number (URN): 137414

Inspection report: 16 June 2026



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

Over time, pupils have attained outcomes at the end of key stage 4 examinations that are close to national averages. Disadvantaged pupils have achieved consistently well and close to their peers nationally. Pupils with special educational needs and/or disabilities make suitable progress through the curriculum alongside their peers. Pupils generally produce accurate work. They build secure knowledge as they progress through the curriculum.

Pupils develop confident reading and writing skills and mathematical knowledge. Pupils are supported to catch up when they have not yet secured the foundational knowledge in English and mathematics. They make effective progress from their starting points. The small number of pupils at the very earliest stages of reading develop the skills they need to access the curriculum successfully. Overall, pupils develop the knowledge and skills they need for their next steps in education, training or employment.

Attendance and behaviour

Expected standard

Pupils behave very well and are happy at school. They are polite, friendly and welcoming to visitors. Pupils treat each other with respect. They enjoy lessons and have built trusting relationships with staff. They do not experience bullying. Any pupil disagreements are dealt with quickly. Leaders and staff have very high expectations for behaviour. They use data effectively to identify and address emerging issues, for example, introducing secure phone pouches in response to concerns about social media. Staff balance rewards and sanctions to reinforce positive conduct. Sanctions are used fairly and purposefully. The needs of pupils with special educational needs and/or disabilities (SEND) are considered if they fall short of the school's expectations for behaviour.

Pupil attendance is broadly in line with national averages. This includes disadvantaged pupils and those with SEND. The school has clear systems for monitoring and responding to attendance concerns. Early identification and swift action help pupils whose attendance is at risk. The 'inclusion classroom' offers structured support for pupils vulnerable to severe absence. Personalised guidance and daily communication with families and staff are having a positive impact on attendance. Leaders track punctuality well and recognise the external factors that influence it. Their actions have led to recent improvement.

Curriculum and teaching

Expected standard

The curriculum is broad and balanced. It is generally sequenced so that pupils build knowledge securely over time. Leaders have a clear understanding of the strengths of the taught curriculum. They direct resources to the areas they know need improvement.

Teachers have secure subject knowledge. Typically, they use subject-specific language and strategies that support effective teaching. Activities at the start of lessons help pupils recall their prior learning. Teachers model and explain new content clearly. Teachers promote discussion during lessons. This helps pupils to contribute confidently and strengthen their understanding. At times, there is variation in the quality of teaching. Teachers’ questions

could be sharper so that misconceptions are consistently addressed. They sometimes miss opportunities for pupils to extend their subject vocabulary.

Teachers receive training that helps them support pupils with special educational needs and/or disabilities effectively. Resources are chosen well so that all pupils can engage successfully with learning. Leaders make sure pupils who find reading difficult get targeted support. This helps them to build their fluency and comprehension and access the curriculum confidently.

Inclusion

Expected standard

Staff know pupils well and have created an environment where all pupils belong. They identify pupils' needs quickly. This includes pupils who join mid-year. As a result, pupils with special educational needs and/or disabilities receive timely support to help them access the curriculum in the classroom. This helps them feel part of the school community and learn successfully. Staff are trained to use effective strategies that reduce barriers to learning.

The school uses targeted interventions to help pupils develop key skills. This includes communication and social interaction, daily planning and improving their attendance. Staff draw effectively on local authority services. Pupils who are known to other services, such as social care, receive swift support that improves their school experience. When leaders use alternative provision, they do so in pupils’ best interests. They work closely with parents and act on advice from other professionals. As a result, pupils get any help needed to improve their wellbeing and reduce other barriers.

Leaders use additional pupil funding appropriately to help disadvantaged pupils access different opportunities and succeed. They use the best available evidence to inform their decisions. Some pupils receive additional advice when considering the career options available to them. This work is having a very positive impact on pupils’ experiences and outcomes.

Leadership and governance

Expected standard

Leaders have a detailed understanding of their local context and how the pupil demographic is changing over time. They understand the school’s strengths and areas that they consider need improving. Leaders model high expectations for pupils and staff. They ensure appropriate support is in place to adapt provision and meet pupils’ emerging needs. Leaders work effectively with parents, particularly those whose children face barriers to learning. However, sometimes, leaders' checks on the impact of their work are not as insightful as they could be.

Staff feel well supported. They have developed positive relationships with the senior leadership team. Leaders consider staff wellbeing and workload carefully. Research-informed training is an entitlement for all staff. They engage in high-quality training such as national qualifications and subject-specific development. In particular, staff have a secure understanding about the ways disadvantage affects pupils. Early career teachers are well supported by experienced mentors and an effective training programme.

Trustees are experienced and ensure that resources are used effectively. They have a clear vision for the school that reflects the local context. They have developed positive relationships with parents. They engage with award evenings, parent coffee mornings and annual parent surveys. Trustees work closely with school leaders. Trustees are knowledgeable, particularly about finance. They know and carry out their statutory responsibilities effectively.

Personal development and wellbeing

Expected standard

Leaders provide a broad personal development programme that reflects pupils' interests. The curriculum is well established. Pupils take part in activities in form time. They enjoy culture studies, assemblies and visits from external speakers. They learn about moral debates, human rights, the legal system and different faiths and cultures. Culture day celebrates pupils' heritage through presentations, traditional dress and shared food. All these activities help pupils develop their character and their understanding of life in modern Britain.

Pupils develop generally secure knowledge across a range of important topics. They speak confidently about fundamental British values, consent, healthy relationships and protected characteristics. Pupils know how to keep themselves safe online and in the local community. In some topic areas, such as world religions, pupils' knowledge is less detailed.

Pupils form positive relationships. They show kindness and respect for difference. The school council organises fundraising activities for charity and to improve school facilities. Pupils feel proud to belong to the school community. They feel that their voices are heard and that they can influence change.

Pupils engage in a wide range of enrichment activities, including extensive sports, arts, music and the Duke of Edinburgh Award. Pupils visit London communities to learn more about topics such as urbanisation. They take part in international trips to develop their cultural knowledge. Leaders ensure that disadvantaged pupils receive the resources they need to take part. Leaders are not fully utilising their data so that all pupils participate fully.

Pupils receive comprehensive careers advice. They engage in mock interviews and appropriate work-experience placements. Targeted programmes help pupils with special educational needs and/or disabilities explore career options and learn key employability skills. Pupils are prepared effectively for their next steps.

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

Pupils are happy and enjoy school. They attend regularly and build positive relationships with staff. The house system strengthens their sense of belonging and identity. Pupils take pride in adding their house colours to the trophy. They celebrate when their house wins the half-termly award for the highest number of positive 'pride' behaviour points.

Generally, pupils are taught well. Classrooms are calm and pupils show positive attitudes to learning. They contribute confidently to whole-class discussions and work well with their

peers. Pupils use engaging resources that help them understand new ideas. Over time, pupils develop secure knowledge across subjects and achieve well. Disadvantaged pupils attain outcomes in line with their peers nationally.

Pupils with special educational needs and/or disabilities or other barriers to learning benefit from the inclusive classroom environment. They work one to one or in small groups to strengthen their foundational knowledge in English and mathematics. They also learn important skills, including how to manage their emotions and maintain their wellbeing. Activities such as raising chicks from eggs help them develop empathy and respect for animals. For some pupils who struggle to attend, these experiences improve their attendance and help them to reintegrate quickly into the school community.

Pupils are very polite and courteous. They get on well with each other and respect the differences between themselves and others. They recognise that some pupils with barriers to learning may need extra help and patience. Pupils report that bullying does not happen. Teachers resolve any disagreements quickly. Pupils play an active role in the school community as part of the school council. They are proud to make a difference.

Pupils take part in a wide range of extra-curricular activities, including educational trips, clubs and extensive sports activities. Pupils receive clear guidance and support about employment, apprenticeships and further education. They are well prepared for life when they leave the school.

Next steps

- Leaders should ensure that highly effective teaching strategies, including effective use of assessment, are consistently embedded across the curriculum so that all pupils progress well.
- Leaders should track pupils' engagement with the wider curriculum offer so that they can ensure all pupils participate and benefit fully.

About this inspection

This school is part of a single-academy trust, Emerson Park Academy, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by John Luff.

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 senior leaders, representatives from the trust, the school improvement partner, staff and pupils 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.

Inspectors confirmed the following information about the school:

The school currently makes use of 3 alternative provisions, including one that is unregistered.

Headteacher: Scott McGuiness

Lead inspector:
Piers Saunders, His Majesty's Inspector

Team inspectors:
Charlotte Elizabeth Robinson, Ofsted Inspector
John Blaney, Ofsted Inspector
Katharine Vincent, His Majesty's Inspector
Stephanie Salter, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 16 June 2026

School and pupil context

Total pupils

1,034
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

960
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: 1,154

Pupils eligible for free school meals (FSM)

21.86%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

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

1.84%
Below 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

9.77%
Below average

What does this mean?

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

National average: 13.4%

Location deprivation

Well 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 (final)	44.9%	45.4%	Close to average
2023/24 (final)	47.1%	45.9%	Close to average
2022/23 (final)	44.7%	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 (final)	44.7	46.1	Close to average
2023/24 (final)	47.2	45.9	Close to average
2022/23 (final)	47.5	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)	-0.24	-0.03	Close to average
2022/23 (final)	-0.25	-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 (final)	30.8%	25.8%	Close to average
2023/24 (final)	27.6%	25.8%	Close to average
2022/23 (final)	17.0%	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 (final)	34.7	34.9	Close to average
2023/24 (final)	34.9	34.6	Close to average
2022/23 (final)	34.7	35.0	Close to average

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)	-0.79	-0.57	Close to average
2022/23 (final)	-0.87	-0.57	Below

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 (final)	30.8%	53.1%	-22.4 pp
2023/24 (final)	27.6%	53.1%	-25.5 pp
2022/23 (final)	17.0%	52.4%	-35.4 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 (final)	34.7	50.4	-15.7
2023/24 (final)	34.9	50.0	-15.1

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	34.7	50.3	-15.6

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)	-0.79	0.16	-0.96
2022/23 (final)	-0.87	0.17	-1.03

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 (revised)	94%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	99%	94%	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 (3 term)	7.8%	8.4%	Close to average
2023/24 (3 term)	7.7%	8.9%	Close to average
2022/23 (3 term)	7.3%	9.0%	Below

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 (3 term)	23.1%	23.4%	Close to average
2023/24 (3 term)	23.9%	25.6%	Close to average
2022/23 (3 term)	20.5%	26.5%	Below

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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