

Drayton Manor High School

Inspection report

Unique reference number	101942
Local authority	Ealing
Inspection number	397449
Inspection dates	24–25 May 2012
Lead inspector	Clare Gillies

Type of school	Academy converter
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1566
Of which, number on roll in the sixth form	374
Appropriate authority	The governing body
Chair	Christine Fortune
Headteacher	Sir Pritpal Singh
Date of previous school inspection	22–23 March 2007
School address	Drayton Bridge Road London W7 1EU
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Introduction

Inspection team

Clare Gillies	Additional inspector
Helen Neal	Additional inspector
David Nebesnuick	Additional inspector
Steven Smith	Additional inspector
Susan Williams	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 45 part-lessons, several jointly with members of the senior leadership team; they saw approximately 60 teachers in lessons, tutor sessions and working with small groups. Inspectors observed the school's work and looked at students' work, the school's improvement plan, records of lesson observations and data related to exclusions, attendance, safeguarding and current standards and progress.

Inspectors considered responses to the questionnaires from 121 parents and carers, 150 students and 46 members of staff. GCSE and sixth form examinations were underway during the inspection so it was only possible to watch a few lessons, mainly revision, in Years 10 and 13 and none in Years 11 and 12. Nevertheless, meetings were held with students in all years as well as senior and middle leaders, members of the governing body and staff.

Information about the school

The school is much larger than average with a large sixth form. It became an academy in August 2011. About one-third of the students are White British, other students coming from many different minority ethnic groups, a well above average proportion, the largest of which is Black African. The proportion of students who speak English as an additional language is also well above average. An above average proportion of students is known to be eligible for free school meals, as is the proportion of disabled students or those with special educational needs, supported at school action plus or with a statement of special educational needs. The support provided is mainly for moderate learning difficulties and dyslexia as well as for behavioural difficulties and emotional and social needs. The school's specialism is the humanities. It is heavily oversubscribed with about six applicants for each place, an increasing number of external applicants for the sixth form and waiting lists for all years. The school meets the current government floor standard, which sets minimum expectations for students' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is an outstanding school. The sixth form is outstanding. The school has a well-deserved reputation of giving all students equal opportunities to succeed. It supports their individual needs so they make outstanding progress. Many of them attain well above average standards. All students are very well prepared for their future lives, whatever their chosen paths.
- A high percentage of students attained the English Baccalaureate in 2011. A particular strength was that boys and girls did equally well overall. Students known to be eligible for free school meals exceeded national figures for similar students. In practically all lessons students have excellent relationships with teachers and discuss work very well together in groups or pairs. Sixth formers are mature, keen and diligent in their studies; most of them proceed to university with high A-level grades.
- Teachers have excellent subject knowledge and are adept at preparing students for examinations and building up their confidence. They have an accurate insight into students' levels and abilities and practically always prepare work to match their needs. Lessons often move at a good pace and have stimulating content. Outstanding teaching in English and mathematics generates high standards in these essential skills.
- The school sets high standards for behaviour. Students know what is expected of them but a very few of them, especially those new to the school, take a while to settle in and concentrate in all their lessons. Around the school and in most lessons, students' behaviour is excellent. Students feel very safe; safeguarding procedures are fully in place.
- Leadership is outstanding with the headteacher's wisdom, experience and care for all students permeating the extremely harmonious atmosphere. Management is outstanding, from senior leaders to subject leaders. Performance management is well linked to individual accountability and professional development, the latter being most effective. The excellent curriculum, citizenship, particularly, contributes to the outstanding provision for students' spiritual, social, moral and cultural development.

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What does the school need to do to improve further?

- To help the small minority of students who occasionally find it hard to concentrate in lessons:
 - intensify the high-quality guidance and support offered to individual students who take time to absorb the school's high standards of behaviour
 - ensure all teachers prepare work matched to students' abilities, particularly in Key Stage 3.

Main report

Achievement of pupils

Students enter the school with above average attainment and make outstanding progress over time to attain well above average standards. Sixth form students are enthusiastic, resilient and learn very well from each other by working together, such as solving mathematical problems or structuring essays. The quality of debate in several lessons reflected their mature approach to study and how seriously they plan their revision. Practically all students proceed to university.

Almost 70% of students achieved five good GCSE grades including English and mathematics in 2011, a higher percentage than at the last inspection. The percentage of GCSE A*/A grades was significantly above average in English, mathematics and science. The gap between the results of students taking free school meals and others was much larger than seen nationally. Evidence suggests this difference will be less in 2012, as will the relative performance of Black African students. Factors contributing to these students' underachievement in 2011 included poor attendance, late entry to the school and limited English and/or little experience of schooling. Disabled students or those with special educational needs learn as well as others; they achieved very well in 2011, particularly in English and mathematics.

As in the sixth form, students enjoy group work and discuss ideas and share their understanding productively. In a Year 10 revision lesson, students marked each other's answers and gave critical and constructive feedback, and Year 9 students thoughtfully debated issues related to bullying in citizenship. Younger students do not enjoy those lessons where they copy from textbooks or teachers talk for too long and consequently their progress slows.

Quality of teaching

Several highly effective revision lessons were seen where teachers, while boosting students' confidence, considered examination techniques, mark schemes and subject vocabulary. Teachers are skilful at sharing their subject knowledge. In physical education, by giving high quality demonstrations a teacher generated enthusiasm, an excellent team spirit and rapid progress. In all years teachers help students to reflect

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on their learning, for example in art or history. Discussion groups were set up carefully to ensure that all participated. On the very few occasions when this did not happen a few quieter students did not always join in, which hampered their progress.

In many subjects the curriculum is stimulating and resources are imaginative, generating very good learning. A geography lesson on Antarctica enthused students, especially when debating controversial environmental issues. The very best lessons are characterised by challenging work combined with questions and tasks that are at different levels, targeting students' individual abilities so that all of them make progress equally well. This is not the case in every single lesson and, on rare occasions, a few individual students' concentration fades and learning is held back.

In English, particularly, short summaries during lessons most effectively help students to evaluate their progress and be proud of their work. Teachers' ambitious expectations of what students can achieve encourage hard work. Students describe the marking that they find most helpful, such as in mathematics where they use it to revisit work independently if they get something wrong.

The school offers extremely successful first aid courses and next year these will be offered to more students. Teaching for students' personal development is very effective and many tutor sessions support this. The 'Thought for the day' is read out in each session and most teachers explore its message constructively with the students. Students confirm that assemblies focus on the school's high expectations of social and moral standards and in many subjects teachers stress the relevance of topics to cultural awareness.

The development of students' literacy and numeracy pervades many lessons and activities, for example Year 9 students' learning about debating skills in tutor time. Teachers, learning support assistants or sixth formers all help weak readers to gain confidence and make rapid progress, especially those who do not speak English fluently. Numeracy tasks are often related to real life and consequently attain relevance for the students.

Teaching for disabled students or those with special educational needs is well planned and organised, targeting students' individual needs successfully. Excellent teaching was seen in support sessions for small groups such as when most effectively boosting Year 10 students' discussion skills, literacy and confidence.

Behaviour and safety of pupils

One Year 7 student described the school as 'the perfect choice' and several parents and carers referred to how happy their child is, one noting 'it is a lovely school'. This is reflected in high attendance, with only small differences between different groups, although White British students make up half the number of persistent absentees.

Students feel secure and very safe. Systems to monitor behaviour are clear, effective

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and well understood by students and they all know the school's zero tolerance of bullying. Many are aware that the school checks social networking sites and acts decisively if necessary. Students have a sensitive understanding of other types of bullying. Younger students understand that there is a fine line between teasing and bullying, acknowledging that on the rare occasions bullying and racist incidents happen, the school reacts quickly and firmly. The school council is a respected body and its views are considered carefully. It recently updated the bullying policy to include homophobic and transgender bullying.

Students' behaviour is exemplary in the sixth form and, in all years, excellent around the school and in many lessons. One in four parents and carers who completed the questionnaire, and a slightly smaller percentage of students, do not feel 'behaviour is good in lessons'. In discussions, students felt it was right that students who interrupt learning are sent to an on call room. During the inspection a small number of students, mostly in Year 7, found it hard to be fully attentive, particularly if the teaching was not of the highest standard. The school works tirelessly to mould students to absorb the high standards and values it expects, particularly for those whose backgrounds make this task challenging.

Leadership and management

The school's unequivocal focus on tackling discrimination is evident in all its work, particularly its support for students whose circumstances have made them vulnerable. Transition arrangements for Year 7 students are highly effective. To strengthen boys' reading, a most successful scheme was introduced with male staff as role models and visits to book shops. Tailored programmes to improve students' behaviour and/or organisation skills are very successful for all but a small minority. Disabled students or those with special educational needs are guided towards a curriculum that matches their needs. The school's promotion of literacy has been cited as an example of good practice in a previous visit by Ofsted.

The school's pastoral care and guidance is outstanding. Classes in English are offered to parents, carers and the local community, to which the school contributes in numerous ways. A few parents and carers wrote that the website was not kept up to date and that they felt communication between them and the school could be improved – as yet there is no electronic system to make this easier.

Equal opportunities are reflected in the high outcomes for almost all students. The headteacher's dedication to students' well-being and success has been nationally recognised, and his vision and ambition for the school largely realised. Nevertheless, stating that 'We don't just look in the rear-view mirror', he encourages all staff to constantly seek ways to improve further. The successes of the past, combined with this spirit, are what make the school's capacity to improve so strong. Members of the governing body bring a wealth of experience and wisdom to their work and challenge, yet support the school successfully. Safeguarding, particularly recruitment procedures, are thorough and robust.

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The curriculum offers stimulating extras such as Chinese, Latin and the Duke of Edinburgh award, sixth form community service as well as numerous visits, trips and enrichment activities and makes a significant contribution to students' spiritual, moral, social and cultural development. Many of the enrichment activities broaden students' understanding of the wider world and different societies. The humanities specialism flourishes with outstanding performance in English and history, the latter taken by large numbers of sixth formers. The curriculum is already excellent with many subjects and valuable vocational courses on offer. Nevertheless, with accurate analysis of the school's strengths and areas for development, small changes are in motion, such as introducing another lesson for each AS subject to raise standards further and increase retention between Years 12 and 13 for students following vocational courses.

At all levels, staff morale is high. A deputy headteacher rightly describes procedures and systems as embedded and effective – the school runs very smoothly and senior leaders work efficiently. Young staff are encouraged to seek further qualifications and experience different roles in the school. Middle leaders are clear they are accountable for outcomes and that these impact on their performance management targets and professional development. They have nothing but praise for this, particularly valuing in-house training. The school knows which teachers need to improve aspects of their work and takes firm action if necessary.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 May 2012

Dear Students

Inspection of Drayton Manor High School, Ealing, W7 1EU

We much enjoyed meeting you during our visit and particularly appreciated that some of you came in specially during your study leave. Yours is an outstanding school, including the sixth form, and we know you feel the same; many of you praised the quality of teaching, the subjects, extra-curricular and enrichment activities on offer and how the school runs smoothly. We agree with you that these are outstanding features that make the school so popular in the community.

Practically all of you work extremely hard and make outstanding progress to achieve very high standards in Year 11 and the sixth form. On rare occasions, just a very few of you do not concentrate fully. This is usually, but not always, when the teaching is not as outstanding as it is in many lessons. We have asked the school to continue with all the excellent support, encouragement and advice given to you, and to make sure that teachers plan work that matches your different abilities and levels. You must make sure that your behaviour is consistently of the highest standard.

Those of you in the sixth form behave in a mature, exemplary manner and we are sure many of you will achieve great things at university or whatever you have decided to do in the next few years. You contribute much to the school and the local community through your voluntary work and support for younger students.

Your headteacher and all the staff work very effectively to inspire you to aim high and achieve great things, as well as maintaining the harmonious atmosphere where you all get on so well together; we noticed how sensibly you work in groups during lessons and help each other. Never forget how privileged you are to attend such a successful school.

We hope you will have an excellent summer, that those of you taking examinations will do really well and that all of you will have happy and successful future lives.

Yours sincerely

Clare Gillies
Lead inspector

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