

The Sanders Draper School and Specialist Science College

Suttons Lane, Hornchurch, RM12 6RT,

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' attainment is average. In recent years, students have not made enough progress in some subjects.
- Although teaching is better than at the time of the last inspection, there is still too much that requires improvement. Teaching is not always strong enough to ensure that students learn at a brisk pace.
- Some marking does not provide students with the guidance they need to improve and to make good progress.
- Students feel safe in school and behaviour is improving; however, a few incidents of poor behaviour are not always well managed.
- Teachers do not always use the information they have available to match lessons to students' needs and abilities.
- Some senior leaders and governors are not as effective in monitoring the quality of teaching as others.

The school has the following strengths

- Hearing-impaired students and those who attend courses in other colleges make good progress because what is provided for them is well matched to their needs.
- The headteacher has a good understanding of the school's strengths and weaknesses and is taking appropriate action to improve teaching and raise standards across the school.
- There is a good range of professional development to help teachers improve their teaching.
- Students' spiritual, moral, social and cultural development is good. Students have good opportunities for collaborative learning, both inside and outside the school.

Information about this inspection

- Inspectors observed 36 lessons, taught by 35 different teachers. Three lessons were observed jointly with members of the school's senior leadership team.
- Meetings were held with four groups of students, members of the governing body, groups of staff, and a representative of the local authority.
- Inspectors took account of 11 responses to the on-line questionnaire (Parent View) when planning the inspection. The school's own surveys of parents' and pupils' views were also taken into account.
- Inspectors scrutinised a range of documentation including examples of students' work, the school's own information on students' attainment and progress, records of attendance and behaviour, and information about safeguarding, school planning and performance management.

Inspection team

Nasim Butt, Lead inspector	Additional Inspector
Jalil Shaikh	Additional Inspector
Genevieve Usher	Additional Inspector
Kanwaljit Singh	Additional Inspector
Hugh Betterton	Additional Inspector

Full report

Information about this school

- This is a broadly average-sized secondary school.
- The school has a resourced provision for 12 hearing impaired students, although for much of the time these students access the mainstream curriculum.
- The proportion of students supported through school action is lower than that found nationally.
- The proportion of students supported at school action plus, or with a statement of special educational needs, is broadly average.
- Most students are of White British heritage.
- A slightly lower-than-average proportion of the students is eligible for the pupil premium which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals.
- The school uses part-time, alternative provision for a small number of students at local further education colleges.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The headteacher joined the school in January 2012.

What does the school need to do to improve further?

- Improve the quality of teaching, so that all teaching is good or better and students make good progress in all subjects, by:
 - using the detailed assessment information available to plan lessons that are at the right level for students of different abilities
 - making sure that all teachers have high expectations of what all students can achieve
 - closely monitoring the progress made by all students during lessons
 - making sure that students are more aware of their targets and the steps they need to take to reach and exceed them
 - marking students' work clearly and to a consistently high standard so students know what is needed to improve their work.
- Improve the effectiveness of leadership and management in driving improvement by:
 - continuing to develop the skills of leaders at all levels so they can rigorously and accurately monitor teaching and take prompt and effective action to tackle weaknesses
 - ensuring that governors have a detailed knowledge of the school's performance so they can rigorously monitor the quality of teaching and students' progress
 - securing the consistent application by all staff of the school's behaviour management policy.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the school in Year 7 with broadly average levels of attainment. By the end of Year 11, students' attainment is still no more than the national average in English. Attainment was slightly above the national average in mathematics in 2012. The proportion of students achieving five or more GCSE grades A* to C including English and mathematics has improved steadily over the past few years and is now similar to the national average.
- In some subjects, for example religious education, standards are not rising fast enough. This is because teaching does not probe students' understanding well enough to secure their good learning and progress.
- Students eligible for the pupil premium attain slightly below national averages. The average point scores at GCSE for these students are lower than those for students not supported by this additional funding.
- Boys were performing less well than girls in the key subjects in previous years but the gap between them closed in 2012.
- Most students make at least the expected progress in science and students' attainment by the end of Year 11 rose to slightly above average in 2012.
- Sensitive and carefully considered support for disabled students and those with special educational needs helps these students to do as well as their peers.
- The small number of students with hearing impairments spend most of their time in mainstream classes and make good progress. This is because the team of support staff knows these students well and ensures they receive timely support, the impact of which is carefully monitored and shared with parents.
- The small proportion of students in Key Stage 4 who attend work-related courses in local colleges achieve well. These students have a 100% pass rate in subjects like construction, business apprenticeship and hairdressing.
- There is now a stronger focus in the school on improving students' reading, writing and communication skills. For example, Year 8 students were heard reading aloud to each other in history and clearly enjoyed the experience. However, teachers do not always encourage students to explain their ideas sufficiently fully.
- The school enters a large number of students early for GCSE mathematics in the autumn term of Year 11. The criteria for early entry are strict and students must have met their target grade. Most students go on successfully to complete a GCSE in statistics, whilst others are given more targeted support to improve their grades.

The quality of teaching

requires improvement

- There is still too much teaching that requires improvement and which is not enabling students to make rapid enough progress.
- Not all teachers use the good assessment information available to inform their planning. Consequently, in some lessons, the same tasks and activities are set for the whole class without taking account of the different starting points of the students. There is not enough challenge for more-able students in particular to make good progress.
- In some weaker lessons teachers do not check the learning and progress of students well enough throughout the lesson. As a result, weak learning is not spotted early and many students do not gain a deep enough understanding of the concepts being taught.
- There has been a strong drive to improve the quality of teaching and learning since the previous inspection, and inspectors saw many examples of good, and some outstanding, teaching. Where teaching is good or better, the pace of learning is fast and all students are motivated and engaged. For example, in a Year 10 English lesson, the teacher used questioning skilfully to

probe students' understanding of sarcasm in writing. This, coupled with the constant checking of students' progress and adapting teaching to meet their needs, resulted in most students making very good progress.

- Although teaching is improving, it is not yet consistently good. Students generally enjoy their lessons but they are not always provided with enough opportunities to apply their skills to problems that make them really think about the concepts they are learning. Students are not always fully aware of what their targets mean and of the steps they need to take to reach or exceed them.
- Teaching in science reflects that typically found in many subjects. Although there are examples of strong practice rooted in the school's specialism, too much still requires improvement.
- Leaders have set about improving the quality of marking and feedback and students have begun to benefit from the new guidance for the improvement-sticker system. The best marking was seen to be detailed and thorough, giving students very clear steps on how to reach the next level of attainment. However, there are too many cases where marking is weak because the school's new system is not being implemented effectively.
- Teaching assistants who support hearing impaired students understand their needs well. They use sign language effectively and break down tasks into manageable steps, enabling these students to make good progress.

The behaviour and safety of pupils

requires improvement

- Behaviour in lessons is mostly good and students' attitudes to learning are generally positive. However, there are too many lessons where some students are content to sit back and let others do all of the work or answer the questions. This is generally where teaching activities do not fully meet their needs. A few students report inconsistencies in the staff's management of unacceptable behaviour.
- The school has developed a clear behaviour management system, as well as partnerships with parents and external agencies, with the intention of securing positive behaviour. There are early indications that these measures are beginning to have the desired impact. For example, the number of fixed term exclusions fell significantly in 2012.
- Students say they feel safe in school and parents agree. The small numbers of hearing-impaired students say they are well cared for and feel safe around the school. Students have a sound understanding of different types of bullying, especially cyber bullying using text messaging. Students feel safer as a result of the school's ban on the use of mobile phones.
- Students' attendance is broadly average. There are occasional lapses in punctuality which are usually dealt with satisfactorily by teachers. The attendance and safety of students who attend part time at the local colleges are checked on rigorously through close liaison with college staff.

The leadership and management

requires improvement

- Senior leaders have a clear understanding of the strengths and weaknesses of teaching and are beginning to tackle underachievement, especially in English and mathematics. However, the initiatives recently introduced have not yet been embedded sufficiently to accelerate students' progress. Not all subject leaders have been effective in raising achievement and some lack the skills required to monitor teaching rigorously enough and take prompt and effective action to tackle weaknesses.
- The vision and drive of the new headteacher have been instrumental in getting the school to face up to weaknesses in key aspects of its work. For example, the school's monitoring and evaluation systems have improved significantly and higher expectations have been set for staff and students.
- The quality of teachers' work is now linked to pay progression and the Teachers' Standards.

There are appropriately challenging targets for teachers which are based on the progress made by their students and, as a result, the proportion of better teaching has increased.

- The range of courses in the school is good and offers choices of academic courses and vocational subjects in partnership with local colleges, that match students' needs and abilities. Hearing impaired students are provided with good specialist resources and focused support. Students' spiritual, moral, social and cultural development is supported well by a rich programme of extra-curricular activities, trips and visits.
 - The school is well placed to improve further and this is demonstrated by the changes that have been made since the previous inspection. The senior leadership team is currently in the process of being restructured and there is now a much greater emphasis on quality assurance.
 - There is an increasing focus on raising students' aspirations. Specific interventions are provided where students are identified as underachieving, for example to ensure that the achievement gap between boys and girls that closed last year remains closed.
 - There is a link adviser assigned to the school from the local authority. Sound support and challenge have been provided through core visits and targeted reviews, for example the useful and developmental English department review carried out in the autumn term.
 - The school's safeguarding arrangements meet the government's requirements. The school ensures that all students have equal opportunities to find success and that there is no hint of discrimination.
 - **The governance of the school:**
 - Although governors have a sound knowledge of the quality of teaching, the detailed knowledge of the school's performance needed to monitor students' progress more sharply is lacking at the moment. Due to ongoing training, the governing body is becoming increasingly effective in holding the school to account in terms of the achievement of students by asking the necessary questions to challenge school leaders. Governors have been effective in working with the headteacher to set higher expectations for all teachers and a clear strategic direction. They are kept well informed about salary progression and teacher promotion. Governors ensure that pupil premium funding is used effectively to support eligible students, for example through effective one-to-one and group interventions and access courses to improve their literacy, numeracy and communication skills. These interventions are beginning to have an impact.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102341
Local authority	Havering
Inspection number	400542

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	882
Appropriate authority	The governing body
Chair	Paul Baglee
Headteacher	John McEachern
Date of previous school inspection	28–29 April 2010
Telephone number	01708 443068
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